



**Charter for Accelerated Learning
Charter Prospectus for:**

Charles A. Tindley Accelerated School

Indianapolis, Indiana

Submitted to the Honorable Bart Peterson,
Mayor of Indianapolis
May 1, 2002

Charles A. Tindley Accelerated School

Executive Summary

The Charles A. Tindley Accelerated School (CTAS), working with parents and the community, will empower high school students at high risk of academic failure, or school dropout, to become successful students who graduate with prospects for college and career opportunities. The school will provide an accelerated learning program that intellectually engages, inspires, and spurs academic achievement through a challenging, interactive, standards-based curriculum.

Enrollment data for the local district, available on the Indiana Department of Education website, shows a disproportionate decline in the number of students enrolled in high school grades compared to earlier grades. This trend, mirroring other large urban districts, indicates a high exit rate from school prior to graduation. The costs of dropping out to the individual students and to the community at large are high. Students without a high school diploma earn less over a lifetime than those with a diploma and significantly less than those with some higher education. Dropouts are also more likely to incur future costs to the community in terms of social services. Graduates who are successful and connected to the community are more likely to become contributing citizens. The CTAS is based on a proven comprehensive school reform model that has been successful with urban schools serving high proportions of students in at-risk situations. The reasons contributing to dropout are many: high absenteeism, past academic failure, weak academic skills (reading and math), declining educational aspirations, and past discipline problems. The instructional methods of CTAS focus on intellectual engagement appropriate for increasing student achievement for all students regardless of previous academic performance.

CTAS will follow the Accelerated Schools Project (ASP) model for community involvement in school governance, and will use the ASP Powerful Learning Instructional Methods. These methods are based on the premise that students learn and retain more when involved in content-rich interactive instruction. This is instruction that requires demonstration of applied learning emphasizing applying concepts and content rather than memorization and recitation. The curriculum will be staff developed through a backmapping process using the Indiana Academic Standards. This process uses the standards to determine the content, sequence, and instructional methods utilizing textbooks as a resource, rather than the traditional approach of using a specific text and attempting to address the standards through it. In addition, all students will be involved in community service learning and enrichment projects.

CTAS is partnering with the National Center for the Accelerated Schools Project (NCASP) at the University of Connecticut in its Accelerated High School Project. CTAS and four other selected schools are working with NCASP to develop, implement and disseminate the ASP model at the high school level. Currently there are more than 700 accelerated elementary and middle schools around the country. One of

the other pilot schools is The Accelerated School in south central Los Angeles, a 2001 TIME Magazine school of the year.

The CTAS educational plan includes an extended day and extended year format. CTAS will offer a "double dose" of reading and math instruction that includes core academic classes, individualized study in reading and in math, and accelerated courses. Longer class periods will allow for the use of varied teaching methods focused on increasing student engagement in course content. There also will be a service-learning and experiential education component that involves students applying academic learning to community issues. This will add relevance to regular coursework and allow exploration of future academic and career options. Several measurable educational objectives are mandatory for CTAS students to graduate as well as to be eligible for successful post secondary education. The following are the CTAS educational objectives:

- ◆ Students will be intellectually engaged, as demonstrated in course participation and performance, in order to build confidence and aspirations to move away from the dropout precipice.
- ◆ Students, teachers and families will become involved in the school and community to build a greater sense of connection to the school and responsibility for the community.
- ◆ Students with weak academic skills will raise their skills in a timely fashion in order to be successful with the college preparatory curriculum. Courses for improving those skills will not be given in place of the academic core courses lest the students fall further behind in pursuing the required courses for college admissions.
- ◆ Students will maintain a strong attendance record.

Sound fiscal plans, budget policies and procedures are necessary to ensure the viability and long-term success of the CTAS. To ensure quality in educational programs, the school will start the 2003-04 academic year with 9th and 10th grades. The school will "scale-up" to size by adding one grade each year. The school will meet its full economy of scale in the third year. Expenditures such as administration, financial services, special education and services for second language learners will initially be spread over fewer students and thus proportionately will use a larger part of the school's budget during the school's initial fiscal years. Start-up costs including facilities, furnishings and technology costs will be accrued in this same time frame.

The CTAS Start Up Board was strategically created from the original founding group this past winter to include dedicated and experienced individuals with the diverse skills needed to ensure that CTAS fulfills its mission as an effective and viable charter school. Start Up Board Members' professional and personal experiences related to their work on the Board include the areas of alternative education, education evaluation and research, law, accounting, financial planning, fund raising, human resources, community organization and outreach, marketing, facilities management, and student recruitment for higher education. The board's primary current work focuses on the following areas:

1) Refining strategies for raising and leveraging the resources required to efficiently open and operate the school in a fiscally responsible way; 2) Developing and implementing policies that meet all legal obligations to the school's students, families, faculty, the local community and the state and federal government – policies including governance, human resources, health and safety, transportation plans; 3) Implementing a strategic recruitment and marketing plan that reaches students and families who will most benefit from the CTAS educational program. This includes reaching those who may not traditionally proactively seek information about or take advantage of available educational opportunities.

Currently the CTAS finance committee is refining fundraising and development strategies for three distinct phases: planning and development (summer 2002 – winter 2003); start-up (winter/spring 2003 – summer 2003/school opening); and an operational plan for the school's first five operational years. The plans include targeting different types of resources including private and public grants, private donations, financing through financial institutions, and state/local/federal per pupil funding.

Start-Up Board members along with identified community-based educators are working together to develop aspects of the CTAS educational programs. This group brings experience in areas directly related to the development, implementation, assessment and long-term success of the Charles A. Tindley Accelerated School. The board's experience includes: 1) teaching and providing services to alternative education high school students; 2) coaching and providing technical support for schools using the accelerated schools process for comprehensive school reform; 3) conducting academic research in areas relating to comprehensive school reform and State academic learning standards; 4) working with and providing outreach for various local social services and community organizations; and 5) writing and securing grants to support educational programs and evaluations of educational programs.

CTAS seeks to embody Charles A. Tindley's quest to acquire knowledge as a means for reaching his aspirations and his commitment to serving others. He was born into slavery and overcame extreme odds to become an influential community and spiritual leader. His desire to read the Bible and his passion for knowledge led him to teach himself to read and write at a time when education was illegal for Blacks. Unsatisfied with reading translations, Tindley learned both Greek and Hebrew. While working as a laborer, Tindley studied by correspondence to become an ordained minister. Leading a growing congregation in Philadelphia, he established outreach services that included a soup kitchen and clothes bank. Charles A. Tindley is also known as a “godfather of gospel” for his musical compositions, which include *We Shall Overcome*, and *Stand by Me*. His legacy serves as an inspiration for this charter school.

Charles A. Tindley Accelerated School Charter Application

TABLE OF CONTENTS

Information Sheet.....	2
Executive Summary.....	3
Table of Contents.....	6
Charter Prospectus Narrative	
I OUR VISION.....	7
A Mission.....	7
B Need.....	7
C Goals.....	10
II WHO WE ARE.....	13
A The Founding Group/Start-Up Board.....	13
III EDUCATIONAL SERVICES PROVIDED.....	14
A Educational Philosophy.....	14
B Curriculum.....	16
C Assessment.....	19
D Special Student Populations.....	22
IV ORGANIZATIONAL VIABILITY AND EFFECTIVENESS.....	24
A Budget/Financial Matters	24
Five Year Operating Budget.....	25
Enrollment.....	29
B Governance and Management.....	31
C. Transportation.....	35
Attachment #1 What is an Accelerated School.....	A-1
Attachment #2 ASP - Powerful Learning Conceptual Frameworks.....	A-4
Attachment #3 ‘Like a Free Academy’ – The Accelerated School (L.A.)....	A-13
Attachment #4 ASP Research and Evaluation Bulletin.....	A-15
Attachment #5 Indiana Core 40 Curriculum.....	A-18
Attachment #6 CTAS Financial Management Roles and Responsibilities....	A-19
Attachment #7 CTAS Articles of Incorporation.....	A-21
Attachment #8 CTAS By-Laws.....	A-26
Attachment #9 Letter from SchoolStart.....	A-38
Attachment #10 Leadership Information.....	A-39
Attachment #11 Letters of Support	

CHARLES A. TINDLEY ACCELERATED SCHOOL

I. OUR VISION

A. The CTAS Mission

The Charles A. Tindley Accelerated School (CTAS), working with parents and the community, will empower high school students at high risk of academic failure, or school dropout, to become successful students who graduate with prospects for college and career opportunities. The school will provide an accelerated learning program that intellectually engages, inspires, and spurs academic achievement through a challenging, interactive, standards-based curriculum.

What is “Accelerated Learning” at the Charles A Tindley Accelerated School?

* It is raising the bar... not lowering it. * It is operating from the presumption that all students are gifted and talented. * It is believing very strongly that “It’s all in the delivery.” *

B. The Need

A study of 35 large city school districts and dropouts considered the 9th to 12th grade progression to be a measure of “promotion power” – or the rate at which students progress towards graduation. The Indianapolis Public School district was one of the cities found to have a high concentration of high schools with a ‘weak promotion rate’ (measured in terms of at least 50% fewer 12th graders than 9th graders enrolled three years earlier).¹ Current enrollment patterns available on the Indiana Department of Education website suggest that this pattern still persists. The cost of dropping out to the individual students and to the community at large is high. In a 1994 Bureau of Census report, the difference in annual earnings between high school graduates and high school dropouts was, on average, \$6,415.² With both the local and national economy moving away from unskilled labor and advancing towards high-tech and high-skilled labor, the earnings differential will only increase.

There are many factors that may contribute to a student’s decision to drop out from school. Academic failure often plays a role. For example, 40.9% of the 16 to 24 year-olds who dropped out of school reported being retained more than once, according to a National Center for Education Statistics

¹ Balfanz, R. and Legters, N. (2001). “How Many Central City High Schools Have A Severe Dropout Problem, Where Are They Located, and Who Attends Them? Initial Estimates Using the Common Core of Data,” paper presented for *Dropouts in America: How severe is the problem? What do we know about intervention and prevention?* Harvard Civil Rights Project and Achieve, Inc.: Cambridge, MA

² Bureau of the Census (1994). Educational attainment in the United States: March 1992 and 1993.

(NCES) study.³ This suggests that by the time students drop out of school, they already have fallen significantly behind. Additional factors contributing to dropout are represented in a U.S. Department of Education study that tracked the responses of dropouts as to why they left school.⁴ The top seven reasons, listed below, suggest that some contributing factors relate to the culture of the school:

- * Did not like school
- * Could not get along with teachers
- * Was failing school
- * Could not keep up with school work
- * Was pregnant/became pregnant
- * A feeling of not belonging
- * Could not get along with other students

These statements suggest that some students who dropped out did not feel that they were a part of the school community. They did not value or feel valued by their school. Other reasons suggest that the academic needs of these students were not met, resulting in academic failure. Additional contributing factors relating to dropout include poverty, low education attainment of parents, high local crime rates, drug and alcohol use, high absenteeism, declining educational aspirations and past discipline problems. By understanding and addressing these factors, and working collaboratively with other community organizations focusing on these issues, a school can work to minimize the effect of these factors. CTAS, while partnering with local organizations, will incorporate student volunteerism so that students become actively involved in contributing to community-based solutions.

The needs of the Near Eastside of Indianapolis, where CTAS intends to locate, reflect the challenges facing many neighborhoods in Midwestern urban areas. There are six middle schools that serve the area and two high schools. At the six middle schools the poverty rate is high. In 2000-01 the rate of students qualifying for free and reduced lunch ranged from 65% to 73%. At the high schools, the rates ranged between 50% and 56%. The 2000-01 ISTEP scores for the middle schools suggest that a great number of students were struggling with the reading and math skills that are necessary to be successful in the high school curriculum. The following table reflects student performance on the ISTEP tests for the 2000-01 school year.

2000-01 ISTEP Pass Rates

	English/Language Arts Pass Rates	Math Pass Rates
6th Graders at 6 Middle Schools	9-26 %	17-37%
State Average	52%	62%
8 th Graders at 6 Middle Schools	23-51%	12-44%
State Average	68%	64%
10 th Grade GQE at 2 High Schools	36-41%	32-42%
State Average	69%	67%

³ NCES (1994). "Dropout rates in the United States: 1993." Washington, DC: National Center for Education Statistics, U.S. Department of Education.

⁴ National Education Longitudinal Study (NELS) (1988, 1990). Washington, DC: U.S. Department of Education.

Other indicators suggest that by high school, many students in this community are not aspiring to achieve academically and are not preparing to attend college. The percentage of the student body in 2000-01 at the two high schools taking the "core forty" classes recommended for college admissions (in most Indiana colleges) were 21% and 41% compared to 54% of high school students state-wide. The percentage of the student body taking the SAT exam, associated with college admissions, at the two high schools were 35% and 16% compared to 54% of all Indiana high school students. These indicators show that an unacceptably high number of high school students in IPS are not remaining in school and progressing towards either graduation or higher education.

Addressing the Need Accelerated schools often have student populations with many students in at-risk situations. The model differs from traditional remedial approaches that often involve less challenging curricula and lowered expectations. Instead, accelerated schools offer enriched curricula typically reserved for gifted-and-talented students. The schools create Powerful Learning environments that encourage students and teachers to “think creatively, explore their interests, and achieve at high levels.”⁵ Accelerated schools involve the whole school community – parents, students, teachers and staff – in a continuous, data-driven reform process that is centered on the school’s visions. These efforts are guided by three principles: Unity of Purpose, Empowerment and Responsibility, and Building on Strengths.

The National Center for the Accelerated Schools Project (NCASP) supports a network of more than 700 accelerated schools in the United States and four other countries. The research-based comprehensive reform model, the Accelerated Schools Process, was first introduced in schools in 1986. Since that time it has been successful in improving student achievement in many schools. The model, one of the New American Schools design for “break-the-mold” schools, has been successful in both elementary and middle schools. Building on the middle school model, the National Center for the Accelerated Schools Project is working on the development of the model at the high school level. CTAS has been selected as one of five pilot high school sites. The NCASP is working with pilot schools by providing training and technical support, including resources for strategic, research based school improvement efforts, support in implementing a powerful learning based curriculum and assistance with professional development and program evaluation. CTAS has been selected as a pilot site based on the school’s mission, the founding group’s experience working with the accelerated schools model, CTAS’s commitment to work collaboratively with various community organizations in developing a broad-based learning community, and the school’s potential to become a contributing member of the local and national public school reform community.

⁵ Northwestern Regional Education Laboratory, website. www.nwrel.org/scpd/catalog/

CTAS will follow the research-based Accelerated Schools Project's (ASP) process for community involvement in school governance, and the associated Powerful Learning Methods. Student and parent involvement in school governance will ensure that the policies of the school are reasonable and responsive to both students and families and will increase ownership and 'connectedness' to the school. See Attachments #1 – 3 for information about the ASP model, Powerful Learning instructional methods, and a review of research on accelerated schools.

The Powerful Learning methods are based on the premise that students learn and retain more when involved in content-rich interactive instruction that requires demonstration of applied learning, emphasizing applying concepts and content rather than memorization and recitation. Students will be given responsibility for achievement and students will know the course standards and understand what they need to accomplish in order to demonstrate learning and earn course credits. In return, the teachers will work with students to determine the pace of learning, and provide additional support if and when students struggle with course work.

The previous academic failure or weak academic skills of students threaten school success and create a dilemma for schools. If programs solely focus on basic skills in order for students to "catch-up" to grade level, then students fall behind in taking high school level classes. The time spent in remedial courses delay students from taking courses such as algebra, geometry, literature, or expository writing. However, many of these students do not have the needed skills in reading, writing and math to succeed in high school level courses. A successful school must find a way to provide grade appropriate, challenging curriculum, while building requisite skills. Methods that are effective for both lower and higher achieving students must be incorporated into classroom instruction, with the goal of raising the performance level of all students.

The CTAS educational plan includes an extended day and extended year format. CTAS will offer a "double dose" of reading and math instruction that includes core academic classes, individualized study in reading and in math, and accelerated courses. Longer class periods will allow the use of varied teaching methods focused on increasing student engagement in course content. There also will be a service-learning and experiential education component that involves students applying academic learning to community issues. This will add relevance to regular coursework and allow exploration of future academic and career options.

C. Goals

The following goals are those that have been identified as the highest priority performance goals in each of the following areas: Academic Performance, Organizational Viability, and School-Specific Objectives.

Academic Performance Goals

Goal 1: CTAS students will build the reading and mathematics skills they need to access the CTAS curriculum and prepare for post-secondary education. On average, students will meet the graduated scale for raising test scores in reading and math, including performing at grade level no later than by the end of the second year of enrollment. The school will strive to reach the level of 70% or more students meeting and exceeding this goal. CTAS will also monitor the performance of peer high school programs for similar student populations to assure that CTAS is truly providing a strong alternative to existing programs.

Goal 2: CTAS students will develop the habits, skills, and motivation necessary to succeed in post-secondary education. The ultimate goal of the CTAS program will be to prepare students so that they have a set of high quality options when they graduate and the wise judgment to choose from among those options. In Year Three, at least 60% of the high school students completing all requirements will, upon graduation from CTAS, enroll in a post-secondary educational program. In Year Four, the percentage will be at least 65%; in Year Five, at least 70%. Against the backdrop of an IPS system that graduates fewer than 50% of its students, these placement rates will help prove the strength of the CTAS academic model. CTAS will also establish relationships with post-secondary school institutions throughout the Indianapolis metro area and the state. These relationships will provide high quality choices for CTAS graduates and will provide CTAS with valuable feedback about how well its graduates have been prepared to thrive at post-secondary institutions.

Organizational Viability

Goal 1: CTAS will develop and manage the financial resources necessary to implement its ambitious program objectives. The goal in financial resource development will be to complement public funding with significant contributions from both private foundations and individuals. SchoolStart will help CTAS develop relationships with private foundations that support charter schools and will set up a development function for private individuals. CTAS will target \$450,000 for the start-up year, \$450,000 for the first operational year, and \$270,000 for the second year from federal and state grants, private foundations and individuals.

In terms of financial management, CTAS will manage its finances responsibly. The Executive Director will create and manage a statement of cash flows to ensure that the Board meets the organization's financial commitments. A reputable accountant will be hired to insure that money is accounted for according to GAAP and state and federal regulations. Clean audits by an independent accounting firm will demonstrate sound financial controls.

Goal 2: CTAS will recruit, hire, develop and retain a high quality instructional staff because no other single factor contributes more to students' success. Through a concerted, creative marketing effort, CTAS will attract an applicant pool of at least 5-10 strong, skilled educators for every faculty vacancy. CTAS will hire high quality, experienced teachers and provide them with the resources, school structure, and professional development required to serve students well. During the course of the first five years, CTAS will retain 75% of its teaching staff, building a strong, collaborative faculty that offers the expertise, care, and continuity that are essential for working in an inner-city environment.

Goal 3: CTAS will successfully reach the targeted student population and fill the community's need for high quality alternative education. CTAS's marketing and recruitment efforts will include formal (e.g., media campaigns) and informal strategies (e.g., networking through neighborhood associations, making material available at jobs training programs, etc.) to reach families and students who may not generally seek educational opportunities. CTAS will measure its success in reaching students through the number of students enrolled and on the waiting list. Each year CTAS will strive to have a waiting list that exceeds the enrollment size of the incoming class by 20%.

School-Specific Objectives

Goal 1: CTAS will become a vital, contributing member of the Near Eastside community. It will solicit community input throughout the school development process by meeting regularly with community groups and their representatives. CTAS also will include at least one community member on its School as a Whole (SAW) committee⁶ and at least two community members on its Board of Directors. At least 50% of the SAW committee will be community members. Every effort will be made to ensure that the faculty also represents members of the community and the diversity in the community. Partnerships with at least five community-based organizations will be established in Year One as part of the service-learning program. CTAS students will have an opportunity to contribute to the community and the community will have an opportunity to work collaboratively with CTAS.

Goal 2: CTAS will find a safe, productive location in the Near Eastside community that will allow it to operate its programs effectively. The space will be easily accessible by public and private transportation and proximate to the main activities of the community. The ideal location will offer CTAS an opportunity to re-vitalize an existing space, thus adding to the resources available in the community, rather than competing for space with other community-based organizations. The facility, whether owned or leased, will also allow CTAS students and faculty to have the flexibility to create the space in their own image. This creative process will run the gamut from classroom furniture to murals.

⁶ For a description of the composition and role of the School as a Whole committee see IV. B. Governance and Management.

Goal 3: CTAS will create and maintain a welcoming and responsive school environment where students and families choose to be involved in the life of the school. Students and families will be a part of the fabric of the school in ways that extend beyond class-work and grades. Students and parents will take an active role in ensuring the success of CTAS such as by being involved in the Accelerated School Process and the SAW, volunteering at the school, or participating in special events. Parent and student satisfaction will reflect CTAS's community environment where each member of the school and its stakeholder is valued as an asset. Parent and student surveys and documentation of family participation as measures of school satisfaction will be included as part of the CTAS evaluation activities. Because the school is designed for students who might be in danger of dropout, student persistence rates of more than 70% will also indicate a high degree of student satisfaction.

II. WHO WE ARE

A. The Founding Group/Start Up Board

Collectively, the founding group formed the nonprofit organization called the "Charter for Accelerated Learning" for the purpose of creating the Charles A. Tindley Accelerated School (CTAS). The founders are dedicated to creating a high school where students are intellectually engaged and where students find learning enjoyable. Attention is given to understanding what students do and do not know in order to design instruction that accelerates conceptual and factual learning while cutting out redundancy and repetition. The founders envision a school culture where teachers and students work as a team where the ultimate goal is mastery, and the classroom instruction emphasizes the ability to apply knowledge. Learning involves participating in the greater community. The school is unique because it operates from the premise that ALL students are gifted and talented and that ALL students are capable of academic success. Each founder's personal and professional path brings insights, strengths and experience to the endeavor of starting CTAS. This has led to the united commitment to establish and ensure the success of CTAS.

The Charles A Tindley Accelerated School's Start-Up Board brings a diverse set of skills to the development, planning, opening and ongoing oversight responsibilities to ensure that CTAS becomes an effective and successful addition to the Indianapolis's education community. The Leadership Information Packet (See Attachment #10) includes resumes and "memos" describing the specific skills and commitments each member brings to the Board. The broad professional experiences of Board members include business and public interest law; finance and development; accounting; business management; teaching, educational research and evaluation; strategic planning; human resource development; public relations and marketing; community development and networking. Six Board committees direct CTAS's

current work: Academic Life; Facilities; Finance/Development; Governance/Legal; Marketing and Recruitment; and Personnel. Each Board committee may also work with advisors – individuals who have specific expertise and an interest in assisting in the development of CTAS to ensure that the school meets its mission.

The Start-Up Board recognizes the unique nature of a charter school and the varied responsibilities involved in establishing and maintaining an effective and successful charter school. In essence, a charter school is three different types of organizations in one – each with very specific needs. It is a start-up organization that requires initial resources to ensure that the internal foundations, governing procedures and required resources are available to oversee putting major structural components in place such as securing, financing and maintaining a facility, negotiating contracts to provide services such as transportation and food services, and overseeing the requisition of materials, furnishings, technology, and other items associated with opening a school. It is also a non-profit organization which requires following specific legal, accounting, and governing guidelines and requires responsible and efficient allocation of resources. It is, first and foremost, an academic institution – and one with an ambitious vision – dedicated to raising students’ aspirations and developing their academic and career potential. The Board envisions CTAS as becoming a positive addition and a contributing member of the local education community.

III. EDUCATIONAL SERVICES PROVIDED

A. Educational Philosophy

In addition to acquiring the academic skills needed to be successful in college, graduates of CTAS will have mastered a challenging academic program, developed critical thinking skills, mastered the ability to teach themselves, and become connected to the community. In short, they will have the developed skills to be successful in the workplaces of the twenty-first century. Furthermore, graduates will have been positive participants in the community through the service-learning and enrichment programs and are likely to continue to contribute to the overall fabric and health of the community.

The research on accelerated schools indicates a positive relationship between the degree of implementation of the model, length of time using the instructional approach and student improvement on measures including standardized test scores in reading and math, a decline in referral to special education, and a reduction in student retention (students failing a grade). An explanation for why improvement occurs over time rather than immediately is that most schools using the model are existing schools, and that it takes time to change the internal culture of the school in terms of teaching methods, collaboration among faculty and between faculty and parents, and a time lag between the research and development of

school improvement plans and their implementation. The Accelerated School in Los Angeles, a charter school that used the ASP model in establishing the school program and culture realized positive results in student performance almost immediately. Much research has also been conducted on the instructional effectiveness of the constructivist Powerful Learning methods used by accelerated schools. Attachment #2 discusses research related to Powerful Learning methods, and Attachment #3 discusses research on Accelerated Schools.

CTAS aims not only to "recover and retain" potential dropouts, but also to re-engage students in their own education through a challenging and motivating school program. However, inherent in any program geared towards students who are at risk of dropout is the reality that the students entering the school are not likely to have a strong academic orientation and may not have the skills necessary to be successful in a college preparatory curriculum. CTAS's strategies to address the gap between the school's graduation goals and its students' incoming skills and dispositions will combine community involvement with sound educational practices. All programs will be guided by the following principles:

- Whole-School Partnership for Student Success
- High Expectations for Student Achievement
- Accommodation of Varied Skills
- Challenging Predispositions and Learned Responses to School Failure
- Connecting and Contributing to the Community

1) ***Whole-School Partnership for Student Success:*** Students will not feel isolated in their efforts to be successful in school. The whole school community -- teachers, staff, parents, and students -- must be involved in developing, delivering, evaluating and revising the school's programs based on student performance. All members of the school community will have a stake in each student's success.

Application to school program: Using the Accelerated Schools model, many of the policies about CTAS's programs, including curriculum and discipline, will be developed at the school level. Faculty, staff, students and parents will work in a partnership and share the responsibility for student learning.

2) ***High Expectations for Student Achievement:*** Students respond to schoolwork when appropriately challenged and engaged. Standards for learning must be high, and students must believe that the school/faculty/community believe they are capable of achieving at this level and that they are deserving of such an education. Following the assumption that all students can and will succeed, CTAS will provide a college preparatory curriculum to all students, along with the requisite support.

Application to school program: Instructional methods, such as Powerful Learning methods, will be used to make learning relevant and meaningful and will encourage students to be active rather than passive learners. Course work will be designed to constantly challenge students, as well as to foster an interest in "learning more." Because some students may not yet have the skills to fully benefit from some of the classes, the school will provide programs such as tutorials, peer-tutoring and study groups.

3) ***Accommodation of Varied Skills:*** Students entering CTAS will have diverse levels of skills in reading and math, and many will have skills below grade level. Other students will be performing at grade level or will be far above grade level. CTAS will ensure that all students' academic needs are met, while providing equal educational opportunities for all students.

Application to school program: To meet the varied academic needs of students, some instruction will be individualized, including the reading and math "double dose" courses as well as possible advanced or independent, guided instruction in accelerated courses. Particular emphasis is placed on building the skills of those students performing below grade level in reading and math because these weaknesses are likely to hinder success in the academic core classes.

4) ***Challenging Predispositions and Learned Responses to School Failure:*** Students entering CTAS, because of its emphasis on dropout prevention, may have had negative experiences in school, and may have a low threshold for frustration and a predisposition for "giving up" or "rebellious." CTAS will help students adjust to the school setting and assist them in molding their self-images from ones of academic failure to ones of academic self-assurance. CTAS school policies will be fair and responsive while maintaining high expectations for students.

Application to school program: CTAS's faculty will employ teaching strategies that are geared towards increasing academic achievement for all students, including under-achievers. CTAS will build a school culture around student involvement and academic success which will be fostered by smaller classes, longer class periods and positive teacher - student relationships. Some teachers may work with the same students over an extended period (e.g., over two class periods) to provide students with a consistent guidance approach.

5) ***Connecting and Contributing to the Community.*** The confidence of students rises when they are connected to their community rather than alienated from it. Meaningful service-learning opportunities allow students to contribute to the community and feel valued by the community. Service-learning projects that are integrated into the curriculum can strengthen student learning by increasing the relevance of course content, and deepening the understanding of concepts that are applied in the project.

Application to school program. Groups of students, paired with pre-service teachers and volunteers, will participate weekly in on-going service-learning projects. Following the Project Connect model, students brainstorm about issues facing the community, then research and plan service-learning projects. Students record experiences and insights in journals while working in the community. Students then evaluate the success of the projects and create a presentation that highlights what was learned from the projects as a culminating activity. Guest speakers will be invited to discuss issues and help students understand the intricacies of local, state and national issues.

B. Curriculum

The CTAS curriculum is being designed around the Indiana Academic Standards. Currently a curriculum design team of alternative educators and researchers is developing curriculum guides for each core subject area in the 9th and 10th grades. These guides include grouping and sequencing specific

standards to allow teaching those skills concurrently while providing students with in-depth experiences to promote conceptual mastery of each discrete standard. To demonstrate mastery, students will be required to apply skills in completing specific tasks to ensure learning is deeper than is required by traditional recall assessments. The guides will include recommended performance assessments to be used throughout the instruction in the following ways: 1) pre-assessments to be used as both a diagnostic tool, and as a baseline measure of student performance; 2) on-going assessments that teachers will use throughout the instruction to gain information about student learning (what students have or have not grasped) in order to adjust instruction accordingly and to allow differentiation and/or individualization of instruction tailored to specific student strengths and weaknesses; and 3) post assessments to indicate that students have met each standard. The curriculum guides also include recommended instructional activities and resources, such as sections of specific text books, periodicals, on-line, electronic or other resources. The curriculum guides will provide a strong foundation for the classroom curriculum, which will be collaboratively refined by the classroom teachers in the spring and summer prior to the school's opening. The teacher input into the finalization of the curriculum encourages cross curriculum instruction (paired teaching across two or more subject areas). The curriculum will be designed to allow teacher flexibility in instructional methods to allow teachers – during instruction -- to capitalize on student interests and strengths as a means for creating meaningful and effective instruction in areas in which students are struggling.

The classroom instructional approach involves the teachers acting as researchers while teaching. Ongoing assessments will give an indication as to what students are learning, where they are struggling and why. This information will be used and compared to the analysis of what students need to be able to do in order to meet specific learning standards. Teachers will use multiple teaching methods – to ensure student acquisition of skills – taking a ‘there are different ways to skin a cat’ approach as opposed to a one-size fits all. For example some students respond well to following math formulae, others need to develop spatial and fractional logic in order to understand why the formulae work before they can internalize and apply that learning to more advanced applications. Instructional units, covering sets of learning standards, will be organized around ‘real world’ issues or applications or will provide experiential learning activities to build concrete understandings upon which more abstract concepts and skills can be built. These approaches increase the relevancy of classroom learning and promote the acquisition of higher level, critical thinking skills within and across the disciplines. The service learning and enrichment learning activities will be structured to relate to classroom instruction to encourage student application of knowledge in differing settings.

Example: Student Work Related To a Ninth Grade Language Arts Standard

A student attends an advertising agency presentation focusing on literary/persuasive techniques used in an advertising campaign. The student takes a ‘billboard’ bus tour, taking notes on the

persuasiveness of different billboards. Using these notes, the student writes an essay comparing effective billboards. In a group the student develops an ad campaign incorporating the standard skills. The teacher facilitates academic conversations about the standard to encourage critical thinking. The groups give presentations detailing the various techniques incorporated into their advertisement. To demonstrate mastery and transfer, the student writes a persuasive essay on an issue of interest to the community. The student essays are graded on a rubric based on the effective incorporation of multiple rhetorical devices covered in the standard.

Ninth Grade Indiana Language Arts Standard 9.5.4 – Write persuasive compositions that:

- *organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.*
- *use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.*
- *clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.*
- *address readers' concerns, counterclaims, biases, and expectations.*

The nature of the CTAS curricular approach allows teacher flexibility to individualize student assignments regarding specific student needs and current student performance in relation to specific standards. This approach includes the use of Individual Education Plans (IEPs) for all students. This flexibility allows student work to be adapted to meet special needs and language needs. The 'double dose' individualized instruction time builds students skills in reading and math and may incorporate regular classroom work into the individualized studies in order to provide students with additional assistance in course work. In addition weekly collaboration and in-class assistance by the Special Education specialist and the English as a Second Language (ESL) teacher will build classroom teachers' capacity to meet each student's academic needs.

Start-up grant funds will be sought to pay teachers for up to one month prior to the opening of the school so that they can work collaboratively in refining the curriculum and assessment tools. On-going professional development and collaborative planning time will be used throughout the academic year to continue developing and refining curriculum materials. In addition, weekly professional development activities will focus on building teachers' repertoire of instructional activities that can be incorporated into classroom instruction.

The ninth and tenth grade curriculum will be comprised of four core academic courses: language arts, mathematics, social studies, and science following the below sequence that will allow for graduates to have met college admissions standards. Ninth and tenth graders, and all first year students will also take individualized study in reading and math. Students who are performing above grade level may take the individualized courses in order to further build their skills, or may take individualized accelerated

courses. The instructional methods used with the curriculum will promote critical thinking, applied knowledge and authentic instruction as is consistent with the Accelerated Schools model. To ensure that all graduates are prepared for college level work, the high school course offerings at CTAS follows the Indiana Core 40. Primary courses are listed below, and the full course offering according to the Core 40 course list is included in Attachment #5.

Primary CTAS Courses

Social Studies: World History and Cultures, U.S. History, Government, Economics

Mathematics: Algebra, Advanced Algebra, Geometry, Pre-calculus, Calculus

Science: Earth Science, Biology, Chemistry, Physics

Language Arts: Four years (9th, 10th, 11th, 12th grades Language Arts).

Additional Courses include:

Physical Education, Health

And may include:

Foreign Languages, Technology, Compository and Creative Writing, Sociology, Psychology, Art.

C. Assessment

Student Assessment, and School Assessment are linked to the Educational Goals of CTAS. In the broadest terms the CTAS educational goals are that graduates will:

1. Perform at or above grade level in reading, writing and math and meet all state requirements for graduation including passing the Indiana GQE exam or qualifying for a waiver.
2. Have completed a college preparatory academic program and be qualified to secure admission to and perform satisfactorily in a four-year college.
3. Have acquired the skills and attitudes to become effective students, workers and citizens.

These goals have been turned into Student Performance Standards and School Performance Standards.

The former specifies what signifies successful students, and lays out the student assessment plan. The latter specifies what signifies success at the school-level in terms of student outcomes.

Student Performance Standards:

1. Students will demonstrate progress towards raising their reading and math skills to grade level.

Description: Upon enrollment at CTAS, students will be pre-tested using a norm-referenced standardized test in reading and math, such as the Stanford Achievement Test. Students who test below grade level will be expected to raise their skill levels to "at or above" grade level according to the following guidelines: 1) Students who pre-test one grade level below their current grade level in reading and/or math will post-test at the end of the first academic year at or above grade level. 2) Students who pre-test more than one grade level below their current grade level in reading and/or math will make substantial progress towards increasing their skill levels within the first academic year, and will be performing at or above their current grade level at the completion of their second year. The post tests used will be different forms of the standardized test used for the pre-test.

2. Students will demonstrate satisfactory progress through academic coursework by maintaining a 2.0 grade point average (or equivalent).

Description: Students will perform in academic courses at a "C" level or higher to demonstrate mastery of requisite information in college preparatory courses. Because course curriculum will be based on the Indiana Academic Standards, the grades will reflect students' mastery of the state curricular standards. Student progress will be demonstrated through documentation of students' grades, copies of tests and scores, review of key exemplars in student portfolios, and teacher designed progress reports. Students struggling to maintain this level of performance will be offered various forms of academic support, such as tutorials and study groups, to help raise grades.

3. Each trimester, students will demonstrate progress on an individualized learning contract designed in partnership with teachers, parents and students. This learning contract will encompass student participation, service-learning and enrichment goals linked to curricular areas, and students' personal education goals.

Description: In the development of the individualized learning contract, the teacher, student and parents will establish means for assessing progress at the end of each term. The individualized learning contract will be revised according to the end-of-term assessment meeting.

4. Upon completion of the CTAS curriculum, students will have met all state mandated graduation requirements including passing the GQE exam or qualifying for a waiver.

Description: Diagnostic assessments will be given to ninth graders to determine students' strengths and challenges regarding the skills tested in the 10th grade GQE exam. Teachers will plan individual instruction (to be incorporated in the 'double dose' reading/math instruction) strengthening weaker skill areas. This individualized approach is geared towards increasing students' pass rate on the 10th grade GQE. Students not passing the grade will continue to receive individualized instruction on specific skill areas and will take the exam at its next administration. To maximize effectiveness of the targeted instruction, student work in their regular classes will incorporate assignments that require students to apply and strengthen specific skills.

School Performance Standards These standards consider the performance of the student body at CTAS. The assessment data will be gathered by the school, and reported annually to the Board of Directors, to the Sponsor, and to the public. After the annual review of the School Performance Standards, the School as a Whole committee will use the accelerated schools Inquiry Process to refine programs as needed in order to ensure that the school is reaching its mission. In addition, a summary of student and school performance based on grades, attendance, progress on individual educational plans, and other criteria set forth by the Board, will be made available at the conclusion of each trimester. The school will participate, per statute, in the state-wide assessment system including administering the ISTEP exams., and reporting and reviewing attendance and disciplinary action rates and completion of core 40 diplomas.

The following include both the performance goal, and an internal goal used as indicators as to whether the standard is being met. The below standards refer to "maintaining enrollment" as meaning students who have been enrolled and have maintained attendance through at least 80% of the academic year.

1. On average, students will meet the graduated scale for raising test scores in reading and math, including performing at grade level no later than the second year of enrollment.

Internal goal: the school will strive to reach the level of 70% or more students meeting and exceeding this goal. Students not meeting this goal will demonstrate progress towards raising skills by closing the gap between their current grade level and their performance on the norm-referenced test.

2. On average, students maintaining enrollment each school year will successfully complete course requirements and maintain a minimum 2.0 grade point average (gpa), or the equivalent, in academic courses.

Internal goal: the school will strive to ensure that, at a minimum, 70% of the students maintain a minimum 2.0 gpa, or the equivalent. Because some students may enter CTAS with poor academic preparation and lower self-expectations for class performance, the school differentiates between first, second and third/fourth year students when measuring this goal. The goal is to bridge any academic gaps and to strengthen academic performance. The school will expect 60% of first year students to meet this goal; 70% of second year students to meet this goal, and 80% of third and fourth year students to meet this goal. Because CTAS intends to prepare students to be successful in college courses, upper grade students should exceed the 2.0 gpa. Thus each trimester 70% of third and fourth year students should maintain a 3.0 gpa for each trimester.

3. Students graduating from the charter school who have been enrolled for at least three years, on average, will meet the state performance standards as measured by the ISTEP test scores.

Internal goal: the school will strive to ensure that at a minimum, all students, upon graduating, will pass the ISTEP tests, or qualify for state waivers for graduation. To measure progress on this goal over time CTAS will consider current Indianapolis Public School (IPS) pass rates as base-line performance, assuming that CTAS students draw from IPS and the students reflect the general composition of IPS. The 2003-04 CTAS 10th grade scores will also serve as base-line data, given that the testing occurs shortly after students are enrolled.

CTAS expects a minimum 10% increase in pass rates of the 10th graders taking the GQE in 2004-05 compared to the district and compared to the 2003-04 CTAS pass rates. Each subsequent year the pass rate for 10th graders will increase by 10% until a 70% pass rate for 10th graders is achieved and maintained.

4. The rate of enrollment and student promotion will exceed that of the local school district, as an indicator of both retaining students who might otherwise dropout, and ensuring student progress to graduation.

Internal goal: the school will strive to ensure that at least 70% of students will remain in school and will be promoted to the next grade.

5. The majority of the high school students completing all requirements will, upon graduation from CTAS, enroll in a post-secondary educational program.

Internal goal: the school will strive to ensure that at a minimum, 60% of graduates will enroll in post-secondary education. The school will provide follow-up with students after graduation and will strive to collect and analyze student enrollment and, if possible, performance data.

6. Students maintaining enrollment will, on average, meet the goals of their individual learning contracts.

Internal goal: the school will strive to ensure that at least 70% of students will meet or exceed the goals set forth in the individualized learning contracts.

Assessment, Review and Program Refinement CTAS will conduct regular review of student and school performance standards. Those student performance standards and school performance standards which are tied to academic progress per each trimester (i.e., demonstrating academic progress in core academic classes, and demonstrating progress on the individualized learning contracts) will be reviewed, analyzed and reported to the School as a Whole (SAW) committee and the Board of Directors at the first respective meetings at the conclusion of each trimester. Those standards related to annual progress, such as demonstration of grade-level skills or progress towards building grade level skills in reading, math and performance on the ISTEP tests, will be reviewed, analyzed and reported to the SAW committee and to the Board of Directors at the conclusion of the academic year. This information will be compiled into an annual report that will be made public and submitted to the sponsor and to the State along with school improvement plans, in accordance with Public Law 221. At the end of the trimester reviews, and at the time of the annual review, both the School as a Whole and the Board of Directors will compare the current performance (of students, and of the school) to the goals stated in this charter. For any areas where the goals are not being met, a committee of the School as a Whole will conduct research including studying student work, interviewing students, teachers and families, and investigating possible strategies or changes to the school program that the school might adopt in order to improve the student and school performance. The work of these committees will lead to policy recommendations for consideration by the Board of Directors.

D. Special Student Populations

Special Education At CTAS, Special Education is not a place; it is a set of services that are provided to students who need help participating in the general education curriculum. CTAS has a strong commitment to serving special education students and integrating them into the school community in every way possible.

A licensed special education professional will hold responsibility for documenting compliance with State and Federal Special Education regulations and policies, and coordinating the associated reporting. This educator will provide direct services to CTAS students which will include direct classroom instruction for a portion of the school day (as needed by specific students) as well as team-teaching and providing collaborative assistance in classrooms where students with special needs have been mainstreamed. CTAS intends to work with the Indianapolis charter school Special Education Cooperative, in order to extend the school's ability to fully address all educational needs of all students. Through the collaborative the CTAS special education professional will have the support and supervision to provide direct services to students, may contract with special education teachers at other cooperative schools to provide direct services, and may contract with outside providers for related services.

CTAS will follow all state and federal regulations regarding special education, with the goal that students with special needs be served in the least restrictive environment. The licensed special education professional along with the Director of Special Education of the cooperative, will be responsible for assessing (including obtaining all previous files and records) and tailoring a specific program to each special education student which will be specified in an Individual Education Plan (IEP). This includes integrating the student, as much as possible, in regular classroom instruction. The process involves ongoing evaluations, possible referrals to outside agencies that offer additional services, and contracts with specialists both on-and-offsite. A Special Needs team, which includes the licensed special education professional, parents, students, and other instructional staff, will meet regularly to plan and monitor activities and progress throughout the year.

Second-Language Learners Because the locale of the school has a growing English-as-a-Second-Language (ESL) population, the school will hire at least one faculty member with training and or experience in teaching second language learners. The school will provide varied services depending upon the needs of the student population that will include testing to determine language skills. A prerequisite of the testing methods will be that differentiation can be made between social English language skills (the ability to hold conversations in colloquial English) and cognitive reasoning in English language skills. Students needing ESL instruction will receive this during the individualized reading program. In addition, regular classroom teachers will meet weekly with the ESL teacher to discuss key concepts being covered in the class. The ESL teacher will provide for instruction on the concepts in the primary language as well as in English to reinforce both academic learning and the acquisition of cognitive reasoning in English. The school also will work with local universities and community organizations to identify and recruit volunteer tutors to assist second language learners in classrooms and in the enrichment program.

IV ORGANIZATIONAL VIABILITY AND EFFECTIVENESS.

A. Budget and Financial Matters

The five year projected budget, attached below, includes the planning and implementation year (2002-03) and reflects those activities to be conducted prior to the first operating year (2003-04). In addition, some costs associated with the school's startup, such as professional development for faculty and staff, occur in the first operating fiscal year. Following the budget is a narrative that details the assumptions used for revenues and expenditure projections. Please note that the school is scaling up to size. CTAS opens with two grades (ninth and tenth) and will add one grade in the second and in the third year. This affects the budget projections in several ways. Some calculations that are based on the number of students served will increase proportionally to the increased student population. Other calculations which relate to initial expenditures, such as furniture and some equipment, will reflect the number of newly enrolled students rather than the total number of students.

The CTAS Finance and Development Committee is currently refining the school's business plan which includes identifying and targeting resources for three distinct phases: planning (summer 2002 – winter 2003), Start-Up (Spring 2003 – Summer 2003), and initial operating years (2003-04 through 2007-08 school years). The committee is focused on four types of revenue/funding sources: private and public grants, private donations, financing through financial institutions, and public (local/state/federal) per pupil funding and categorical funding. The financial planning and budget policies are crucial to the success of CTAS. A detailed description of Financial Management policies and roles and responsibilities is included in Attachment # 6.

The CTAS Marketing and Recruitment Committee is developing a market and demand analysis in order to develop marketing/recruitment and enrollment plans to ensure that CTAS is reaching its intended audience and that enrollment numbers match enrollment projections. These efforts are discussed in more detail in the Enrollment/Demand section that follows the budget.

CHARLES A. TINDLEY ACCELERATED SCHOOL FIVE YEAR OPERATING BUDGET

	Pre-Opening From approval to opening	Fiscal Year 2003-04	Fiscal Year 2004-05	Fiscal Year 2005-06	Fiscal Year 2006-07	Fiscal Year 2007-08
Projected Enrollment		160	240	320	320	320
I. Revenues						
Carry-over and Cash Reserve from previous period	0	45,417	48,899	63,764	75,088	101,811
Per Pupil Payments	0	1,053,000	1,618,988	2,212,616	2,267,932	2,324,630
State Grants	0	10,000	20,000	20,000	20,000	20,000
Federal Grants	150,000	150,000	150,000	0	0	0
Private Funds	300,000	300,000	120,000	0	0	0
Lunch Revenue	0	62,400	93,600	124,800	124,800	124,800
	450,000	1,620,817	2,039,370	2,436,724	2,539,424	2,660,500
II. Expenditures						
Human Resources						
Executive Director Salary	50,000	60,000	61,800	63,654	65,564	67,531
Program Director Salary	33,333	40,000	41,200	42,436	43,709	45,020
Start Up Coordinator Salary	25,000	10,000	0	0	0	0
Lead Teachers Salaries	0	80,000	117,420	161,257	166,095	171,077
Teachers (FT) Salaries	0	257,600	396,550	556,973	573,682	590,892
Teachers (PT) Salaries	0	0	0	0	0	0
Special Education Specialist/Teacher Salary	0	40,000	39,140	40,314	41,524	42,769
Clerical/Office Manager Salary	12,500	25,000	25,750	26,523	27,813	28,138
Social Worker Salary	0	21,000	34,000	35,020	36,071	37,153
Enrichment Coordinator (.9) Salary	0	21,000	21,630	22,279	22,947	23,636
Payroll Taxes (9%)	0	27,780	36,926	47,476	48,900	50,367
Benefits (25%)	0	138,900	184,630	237,379	244,500	251,835
Custodial Services	0	10,000	10,300	10,609	10,927	11,255
Contract/Consultants	2,000	2,000	2,000	2,000	2,000	2,000
Professional Development	0	11,750	9,270	10,877	11,203	11,539
Substitute Teachers	0	12,000	17,500	23,000	23,690	24,401
Board Recruitment/Development	4,000	2,500	2,500	2,500	2,500	2,500
	127,333	762,530	1,001,646	1,283,357	1,321,722	1,361,239
Facility						
Rent	0	184,000	276,000	368,000	368,000	368,000
Renovation/Construction	150,000	150,000	150,000	20,000	20,000	20,000
Debt Service	0	0	0	0	0	0
Utilities	0	24,000	37,800	52,920	55,566	58,344
Maintenance	0	5,000	5,150	5,305	5,464	5,628
Total Facility	150,000	363,000	468,950	446,225	449,030	451,972

Materials/Supplies/Equipment									
Textbooks and Other Instructional Supplies	0	32,000	48,000	64,000	64,000	64,000	64,000	64,000	64,000
Assessments	0	12,000	18,000	24,000	24,000	24,000	24,000	24,000	24,000
Instructional Equipment	0	4,800	2,400	2,400	2,400	2,400	2,400	2,400	2,400
Classroom Technology	0	32,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000
Office Technology and Software	7,500	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Instructional Software/Internet Access	0	8,000	12,000	16,000	16,000	16,000	16,000	16,000	16,000
Library	0	12,000	12,400	15,600	12,800	12,800	12,800	12,800	12,800
Office and Faculty Furniture	3,750	0	1,250	1,250	0	0	0	0	0
Classroom Furniture	0	20,000	10,000	10,000	10,000	9,600	9,600	9,600	9,600
Copying and Reproduction	5,000	16,000	24,000	32,000	32,000	32,000	32,000	32,000	32,000
Postage and Shipping	2,000	3,200	4,800	6,400	6,400	6,400	6,400	6,400	6,400
Telephone/Fax Lines/Long Distance	1,500	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Other Material/Supplies/Equipment	2,500	3,000	3,000	3,000	3,000	3,500	3,500	4,000	4,000
Total Materials/Supplies/Equipment	22,250	150,500	159,350	198,150	193,540	194,040	194,040	194,040	194,040
Additional Costs									
Contracted Services (e.g., SchoolStart), and Business Services	60,000	60,000	40,000	20,000	20,000	20,000	20,000	20,000	20,000
Special Education Cooperative	0	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000
Insurance	0	25,000	26,250	27,563	28,941	30,388	30,388	30,388	30,388
Marketing/Development	20,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Legal Expenses	12,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Accounting/Audit	8,000	12,000	12,360	12,731	13,113	13,506	13,506	13,506	13,506
Transportation	0	32,604	48,906	65,208	65,208	65,208	65,208	65,208	65,208
Field Trips	0	30,400	45,600	60,800	60,800	60,800	60,800	60,800	60,800
Food Service	0	78,000	117,000	156,000	156,000	156,000	156,000	156,000	156,000
Cash Reserve @ 2.5%	11,250	40,658	51,287	60,529	62,196	64,281	64,281	64,281	64,281
Other/Miscellaneous	5,000	15,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Total Additional Costs	116,250	323,524	381,100	443,219	447,547	452,414	452,414	452,414	452,414
Total Revenue	450,000	1,620,817	2,039,370	2,436,724	2,539,424	2,660,500	2,660,500	2,660,500	2,660,500
Total Expenditures	415,833	1,599,554	2,011,046	2,370,950	2,411,839	2,459,665	2,459,665	2,459,665	2,459,665
Balance	34,667	28,241	12,476	14,559	39,616	75,022	75,022	75,022	75,022

CHARLES A. TINDLEY ACCELERATED SCHOOL -- BUDGET NARRATIVE

Revenue Assumptions:

Carry-over from previous period. The fund balance remaining from the previous year.

State Per Pupil Funding. Based on the Indiana Department of Education's school formula estimates for Calendar Year 2003 (made available to the Indiana Charter Resource Center recently) This formula includes State Regular aid, Levy funds, Auto Excise funds, Special Ed, At Risk and Prime Time funds. We assume that at least 80% of our students are resident in Indianapolis Public Schools (average of \$6,700 per student annually), and up to 20% will come from surrounding township schools (average of \$5,700 per student), yielding a blended average of \$6,500 per student. We expect to qualify for some categorical funding from the state and federal departments of education, but have not included those monies in our revenues since they are dependent upon the composition of our student body – which is not yet identified.

We conservatively estimate inflation at 2.5% annually per calendar year.

Federal Start-Up Grants. CTAS expects to be awarded this competitive grant, which amounts to \$150,000 per year for three years.

Private Funds. These sources include planning and special project grants from individuals and foundations. We plan to submit applications to the Walton Family Foundation, and expect serious consideration. We are also seeking grant opportunities through the National Center for the Accelerated Schools Project (NCASP) High School Project. With the help of our board of directors, we will also actively solicit other foundation monies, as well as private donations.

Lunch Revenue. This includes both State funds for students with free and reduced lunch classification as well as fees paid by families. We estimate this amount at \$2 per student per day for 195 days.

Other (competitive public) Includes competitive state and federal grants such as Safe Schools initiatives, and Comprehensive School Reform funding.

Enrollment Projections

2003-04	160 students
2004-05	240 students
2005-06	320 students
2006-07	320 students
2007-08	320 students

Expenditures:

Assumes a 3% annual inflation rate on most items.

Position	Salary in 03-04	Number (03-04)	Number (04-05)	Number (05-06)	Number (06-07)	Number (07-08)
Executive Director	\$60,000	1	1	1	1	1
Program Manager	\$40,000	1	1	1	1	1
Lead Teachers	\$38,000	2	3	4	4	4
Teachers	\$35,000	7	11	15	15	15
Special Education Teacher	\$38,000	1	1	1	1	1
Clerical/Office Manager	\$25,000	1	1	1	1	1
Social Work/Counseling	\$20,000	.625	1	1	1	1
Enrichment Coordinator	\$20,000	.625	.625	.625	.625	.625
Custodial Services	\$10,000	.5	.5	.5	.5	.5

Note that during the preoperational year positions will be contracted, rather than salaried. Positions will shift to salary at the beginning of the First Operational Year – in July of 2003. In addition the teaching faculty will be paid a stipend for four weeks (5 hours a day) of professional development in the July prior to the school's opening in the fall of 2003. These stipends are included in the first operating year's salary

budget item. Lead teachers and the special education teacher stipends are calculated at \$2,000 and Teacher stipends are calculated at \$1,800. Summer training and stipends for two weeks for the Enrichment Coordinator and the Social Worker are estimated at \$1,000 each.

Consultant Salaries. Curriculum Development, evaluation, or other educational program consulting calculated at \$2,000 in the preoperational year, and \$2,000 in subsequent years.

Payroll Taxes. Calculated at 9% of salaries.

Benefits. Calculated at 25% of salaries.

Professional Development. Includes \$4,000 to cover weekly professional development activities, and \$250 per teacher for conferences or training. An additional \$4,000 is estimated in the first operational year for summer of 2003 professional development activities.

Substitute Teachers. \$100 per month per teacher @10 months + \$2,000 (\$2,500 in yr. 2, \$3,000 per year in yrs. 3-5).

Board Development. Includes \$4,000 for board training in the first year; \$2,500 for subsequent years.

Facility

Rent. Calculated at 100sq ft. per student at \$11.50 per sq ft, with the rate increasing based on enrollment.

Renovation/Construction. Initial renovation costs, to make the facility accessible and meet all health and safety codes is estimated to cost \$450,000. These costs are expected to be amortized across the first three operating years at \$150,000 each year, and additional costs of \$20,000 are budgeted for subsequent years.

Utilities. Calculated at \$1.50 per square foot with 5% annual inflation.

Maintenance. Estimated at \$5,000 per year for repairs and cleaning supplies. Janitorial services are a separate item under Human Resources 'Custodian'.

Materials/Supplies/Equipment

Textbooks and other instructional supplies. Calculated at \$125 per student for textbooks and \$75 per student for supplies.

Assessments. Calculated at \$75 per student.

Instructional Equipment. Includes VCR and overhead projectors for classroom. Calculated at \$30 per new student for the first three years. Equips 4 classrooms per grade. Subsequent years estimate \$7 per student for repair and replacement of equipment.

Classroom Technology. Estimated at \$200 per student for the first year, \$200 per new student for years 2 and 3, and \$50 per student for maintenance and repair for subsequent years.

Office Technology and Software. Includes leasing and/or purchasing computers, printer, fax and copier; estimated at \$7500 the first year and \$4,000 subsequent years.

Instructional Software and Internet Access. Calculated at \$50 per student.

Library. For acquisitions of materials for a library/media resource center calculated at \$75 per student for the first year, \$75 per new students and \$40 per continuing students in years two and three, and \$40 per student in subsequent years.

Classroom Furniture. Calculated at \$125 per student the first year, \$125 per new student in years two and three, and \$30 per student for maintenance and replacement in subsequent years.

Office and Faculty Furniture. Calculated at \$250 per new faculty member

Copying and Reproduction. Estimated \$5,000 pre-operating year; Calculated at \$100 per student subsequent years.

Postage and Shipping. Estimated \$2,000 pre-operating year; Calculated at \$20 per student subsequent years.

Telephone/Fax Lines/Long Distance. Estimated at \$1,500 pre-operating year, \$3,000 subsequent years.

Other Materials/Supplies/Equipment. Estimated at \$2,500 pre-operating year; \$3,000 in years 2-3, \$3,500 in year 4 and \$4,000 in year 5.

Additional Costs

Contracted Services. Consulting services with SchoolStart at \$60,000 pre-operating year, \$60,000 first year, \$40,000 in the second year and \$20,000 in subsequent years. Other local consultants such as grant writers may also be contracted.

Special Education Charter School Cooperative Services. Estimated cost on participating in the Special Education cooperative, based on 2002-03 rates (cost of Director of Special Education, and overhead divided by the number of participating schools).

Business Services. Estimated at \$10,000 for consulting services on issues of strategic planning and finance, review and revisions of business plan.

Insurance. Estimate based on charter schools in other states. Includes required liability and other coverage; health and related personal benefits are included as a separate item under Human Resources.

Marketing Development. Consulting costs for student recruitment activities and public relations, including cost of producing brochures and materials; estimated at \$20,000 in pre-operation year, and \$5,000 in subsequent years.

Legal Expenses. Pre-operation costs include setting up the non-profit status of the school, review and approval of contracts, assistance with business services, review of personnel and other school policies. Ongoing costs include review of policy materials, review of contracts and providing counsel to the Board of Directors. Estimated at \$12,000 pre-operational year and \$5,000 subsequent years.

Accounting and Audit. Estimated at \$5,000 for pre-operational year and \$12,000 per operating year for accounting services, and \$8,000 a year for an annual audit to be conducted by a separate contractor for subsequent years.

Transportation. Estimated service to 25% of students at \$4.18 per day for 195 days.

Field Trips/Enrichment Program Transportation and Materials. Fieldtrips calculated at \$23 per student, 3 times a year; Enrichment program transportation and materials calculated at \$121 per student.

Food Services. Calculated at \$2.50 per day per student for 195 days.

Enrollment/Demand

Projected Enrollment CTAS will enroll an entering 9th and 10th grade class the first year. Each year a new entering class will be added. The school expects some student attrition in upper grades. CTAS may enroll slightly larger entering classes to make up for attrition. The projected enrollment is as follows:

	02-03	03-04	04-05	05-06	06-07
Grade 9	80	90	90	90	90
Grade 10	80	80	85	85	85
Grade 11		70	75	75	75
Grade 12			70	70	70
Totals	160	240	320	320	320

Demand CTAS founding board members have been speaking with parents and community organizations in the proposed CTAS area. Efforts have included speaking at forums and meetings, direct contact with interested parents identified through community groups. These contacts give an indication of a community interest in the proposed CTAS program. These include parents of students who are currently having difficulty in school, as well as parents of students who are currently successful in their school. These informational efforts will continue and will transition into recruitment efforts throughout this current year.

This spring, a committee of the Board of Directors will develop an outreach/needs assessment strategy to identify and quantify the level of demand for CTAS within the community. These efforts will continue through the summer and fall of 2002. The information will be used to refine CTAS's marketing and recruitment plans to ensure that CTAS meets its targeted enrollment numbers. The efforts will transition into student recruitment activities in the winter and spring of 2003.

CTAS is identifying parents, potential students, and recent high school graduates who have expressed an interest in becoming involved in the planning of the CTAS programs through participation in focus groups and possibly serving on the parent or the student advisory groups. These groups will be formed this fall of 2002. The groups will serve several purposes. First, they will provide feedback and recommendations on policy related to curriculum, discipline and family involvement. In this role, the advisory groups will ensure that the policies and school programs address the community's needs and reflect the school's mission. Second, they will become spokespersons for the school within the community. The advisory groups will be encouraged to promote the vision and mission of CTAS informally through conversations with friends and neighbors, and formally through presentations to existing parent, student and community groups. Third, they will identify both individuals and organizations that might forward the mission and vision of CTAS. Fourth, they will assist in the refinement and implementation of student recruitment/enrollment plans.

Enrollment/Recruitment Plans The CTAS student recruitment efforts, consistent with the school's mission, will emphasize reaching parents and students that traditionally exercise little "voice" in school policies or in advocating for their children/themselves. These families and students are often less involved in school extracurricular activities, and less likely to participate in selective school programs such as magnet programs. These families may be only minimally involved in their children's schools. While the reasons for low-involvement vary, CTAS recognizes that whatever the reason, the low-involvement suggests a particular challenge in reaching these parents. CTAS also will seek families and students that are already having difficulty in school in terms of absenteeism, disciplinary issues and previous academic failure. To reach these families, CTAS will continue its outreach efforts including networking with local groups that currently serve families, such as social service organizations, churches, and the criminal justice system. These efforts will be expanded beyond the proposed locale of the school

in order to reach students and families who may live outside of the area but who would benefit from enrollment in CTAS.

Because many families may not be active in community organizations, CTAS will conduct door-to-door canvassing in local neighborhoods, visit business establishments in the community, and make information available at local agencies such as job training programs and the employment office. In addition to establishing direct contacts with families, CTAS will use local media such as print and radio as well as direct mail campaigns in an effort to reach and recruit students. These later efforts will be particularly helpful in reaching students throughout the city.

B. Governance and Management

CTAS will operate under the nonprofit organization Charter for Accelerated Learning, (dba) Charles A. Tindley Accelerated School. Attachments # 7 and #8 are copies of the Articles of Incorporation and the By-Laws. Charter for Accelerated Learning has been incorporated as a non-profit organization in the state of Indiana. CTAS is in the process of securing 501(c)(3) status with the IRS. Information and documentation will be forwarded to the Mayor's Office upon its receipt.

School Governance Plan. The CTAS founding/Start-Up Board as recently expanded will transition into the CTAS Governing Board upon the schools' opening in August 2003. The distinction between the boards are the terms of service (as specified in the by-laws) and the specific activities and responsibilities associated with the 'start-up' phase of the school compared to ongoing governance of the school. The legal responsibilities remain the same. In this document the term 'Board of Directors' is used to refer to both the Start Up Board, and the Governing Board, distinguished by the task. For example, pre-opening activities such as hiring staff, approving contracts, and securing facilities financing are Start-Up Board responsibilities, while ongoing oversight over educational and fiduciary policies are responsibilities of the Governing Board. Certainly CTAS will maintain continuity in Board composition as it evolves. Policies and decisions will be made by the Board in accordance with the By-Laws.

CTAS will be governed by the Board of Directors with a structure of officers, by-laws, and the delegation of management to an executive director, a program manager and staff. A clear distinction will be drawn between the governance work of the Board of Directors and the administrative/management work of the paid staff. The Board of Directors is responsible for the policy governing the school. Each board member has a personal fiduciary duty to foster and protect the long-term well being of the school. The Board is responsible for addressing major matters including setting CTAS general operating policies and overall educational program policies, approving and monitoring the annual budget and financial procedures, fund-raising, hiring and evaluating the Executive Director and a Program Manager.

The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Executive Director and staff are responsible for operating CTAS consistent with Board policy. Where appropriate, the Executive Director will delegate specific responsibilities to other administrators, teachers, and students.

The Board of Directors will create and enlist the support of a School as a Whole (SAW) committee comprised of parents, students, faculty and community members. The SAW will participate in ongoing review of student performance data, and will make policy recommendations to the Board on issues related to student performance and the school's educational program. The SAW will follow the Accelerated Schools Process (ASP) inquiry method for systematically collecting and analyzing data to be used to formulate school improvement plans. This role is consistent with requirements for school improvement plans as part of Public Law 221.

Ongoing board development activities, facilitated by SchoolStart, will build the Board's capacity to open and run a school including establishing guidelines for policy making, providing school financial and educational oversight, understanding and fulfilling the Board's legal obligation to the school, the Sponsor and the State of Indiana.

To ensure continuity in Board composition throughout the board's term, and through the transition to a Governing Board, members resigning from or transitioning off the Board will be replaced by the following process which is consistent with the CTAS By-Laws. As was done when expanding the founding board to the Start Up Board, the board will conduct an analysis of current Board composition compared to requisite skills and experience to identify the desired qualifications of the new board member. A nominating committee will be formed to recruit, interview and make recommendations to the Board. New board members will be elected by the majority of the Board of Directors. The governance committee of the Board will work with new members to provide initial development, with more formal board development provided by SchoolStart. According to the CTAS By-Laws, members of the Board of Directors will serve specified terms with an annual rotation of approximately one third of the Board. At least one Board member will be a parent of a student currently enrolled at CTAS.

Summary of Organizational Roles and Responsibilities

Board. The Board of Directors will be responsible for ensuring that the mission and the vision of the school is maintained and that staff members work in steady pursuit of that vision. In addition to their specified responsibilities, the Board may hire consultants, legal and financial professionals, and outside services from time to time to ensure that these responsibilities are met. The Board's roles and responsibilities will include setting curricular, budget, human resource and general school policies; hiring and evaluating the Executive Director and Program Manager; strategic planning -- including for long term

financial and facilities needs; overseeing the reporting to Sponsor and State of all required school information about academic programs, performances, and financial reports.

Executive Director. The Executive Director will be empowered by the Board to carry out its policies and manage the day-to-day running of CTAS. Key responsibilities will include executing board policies; ensuring the school program is providing the services and programs set forth by the Charter and by the board; hiring, managing and evaluating staff; proposing and monitoring budgets, and overseeing regular audits and financial reporting; reporting on CTAS activities and performance to the Board, Sponsor, State and key stakeholders; overseeing all aspects of maintaining the CTAS facility; and soliciting bids, and negotiating and finalizing contracts with vendors.

Criteria for Choosing the Executive Director The single most important factor in determining the success of CTAS will be hiring an executive director who is an extraordinary school leader. The Executive Director must have skills in strategic planning and organizational development, budgetary management experience; knowledge of board governance (familiarity with working with boards); demonstrated fundraising/entrepreneurial skills; a strong interest in educational reform and a commitment to quality education. This person must also have experience building collaboratives within the community. The Board's personnel committee has identified and is currently meeting with several qualified candidates for the Executive Director of CTAS. The Board hopes to be able to hire the Executive Director during the summer of 2002.

Program Manager. The program manager will report to the Executive Director and will have the responsibility over the educational program of CTAS. Key responsibilities will include developing curricular and instructional materials for core academic classes; facilitating evaluation activities and preparing school evaluation reports; coordinating and implementing professional development activities; assisting the Executive Director with teacher supervision and evaluation; providing or supervising the coaching and facilitation to the school on using the Accelerated Schools Process in classrooms and as a vehicle for continuous school improvement..

School as a Whole Committee. CTAS will follow the site-based management governance structure of the Accelerated Schools Model. This involves the whole school in an inquiry and data-based decision making process on issues related to the educational programs of CTAS. Accordingly, a 'School as a Whole' (SAW) committee, including faculty and staff, parents, students, members of the Board of Directors, and interested community members, will be formed. The SAW will continuously collect and analyze data on student and school performance and engage in strategic planning to ensure that the mission of the school is being carried out. The SAW works in an advisory capacity to the Board of Directors. All decisions made by the SAW follow these guidelines: 1) decisions will be based on data

collected about the school; 2) research will be conducted on multiple possible strategies for addressing specific issues to ensure that the most sound decision is made; 3) the SAW will set a level of consensus to be met (e.g., 70% of participants) for decisions, and voting in favor of a plan equals an agreement of the SAW to take responsibility to implement the plan.

Planned Partnership with SchoolStart. The Charles A. Tindley Accelerated School is contracting with SchoolStart and SchoolStart Indiana for start-up support and coaching during the planning and first operational years. SchoolStart is a Minnesota-based nonprofit organization with experience helping to launch several successful Minnesota charter schools; SchoolStart Indiana is an affiliated nonprofit located in Indianapolis. SchoolStart assists CTAS in the areas of finance, facility, fundraising, student and staff recruitment, governance, logistics, staff development, accountability and other key issues, with the aim of building CTAS's capacity for long-term success. SchoolStart will work with CTAS on a fee-for-service basis, after a contracting process involving the Executive Director, Board and legal counsel. SchoolStart recently received a major grant from the Walton Family Foundation to help subsidize the cost of SchoolStart's work with at least 22 charter schools over the next four years. See Attachment #9 for Letter about the Partnership from SchoolStart.

Roles and Responsibilities: curriculum, personnel decisions, budget allocation, and vendor selection.

	Board of Directors	School as a Whole Committee	Executive Director	Program Director
Curriculum	Reviews to ensure Curriculum Policies remain faithful to the CTAS mission	Conducts review of student performance data to identify area needing program refinement. Researches and makes policy recommendations to the Board	Executes curriculum policy and provides oversight for classroom implementation in collaboration with Program Director, SAW and teaching staff	Develops and selects curriculum materials. Conducts Evaluation in collaboration with SAW. Coordinates professional development related to the curriculum
Personnel Decisions	Develops personnel policies. Hires and supervises the Executive Director.		Hires and supervises staff. Executes personnel policies.	Assists the Executive Director in hiring and supervision of teaching staff.
Budget Allocation	Formulates and approves annual budgets with substantial input from the Executive Director and the SAW. Sets budget policies. Develops and implements long-range financial and facilities planning. Contracts with outside	Makes budget recommendations to the Board related to student program.	Determines how funds are spent in budget categories that are necessary for day to day operations, according to Board budget policies. Prepares financial reports that can be compared to the	Makes budget recommendations to the Executive Director and the Board related to the educational program and Accelerated Schools program.

	service provider for book-keeping services, monthly accounting and annual audit to ensure compliance with state financial procedures.		charter contract, budget and projected activities. Prepares budget and presents to full board with backup information.	
Vendor Selection	Develops policies for ensuring that vendors are selected that provide the highest quality service at the lowest possible price. Ensures that policies require multiple bids solicited for each job requiring the use of a vendor, that serious efforts are made to solicit bids from local vendors who reflect the diversity of the community served, and that proper background and reference checks are done to insure quality.		Responsible for soliciting bids, reviewing and negotiating terms according to Board policy, and entering into contracts with vendors..	Assists the Executive Director on review of vendors' products associated with the educational program (e.g., texts, instructional technology)

G. Transportation

Transportation is not funded in the charter legislation. The school must maximize transportation options so that no student is prevented from attending CTAS due to lack of transportation. However, because transportation costs are not funded, the school must also minimize transportation costs that might drain available classroom resources. In order to meet both goals, the school will develop a transportation plan according to the following guidelines:

- 1) The school should be located in or near a residential area in the Near Eastside community of Indianapolis. The school should be a neighborhood school that draws students from the community. The school should also be a city-wide school appealing and accessible to all students in Indianapolis.
- 2) The school should be easily accessible through public transportation. The school will work with a transportation consultant to determine bus routes for students and their families living within Indianapolis. The school will explore grants and other funding sources to underwrite the costs for bus passes to and from the school for those families unable to afford them.
- 3) The school should establish a carpool network for families residing in areas not accessible to public transportation, or who cannot use public transportation.
- 4) The school will hire a private contractor to meet the school transportation needs of those students and families that cannot walk, use public transportation nor participate in a carpool. Any private contractor will have to meet safety and accessibility requirements in accordance with local, state and federal regulations, and as required by CTAS's insurance carrier.

What is an Accelerated School?

General Information

A comprehensive school reform project based at the [Neag School of Education - University of Connecticut](#)

Imagine a school... in which all children excel to high levels, regardless of their background. Imagine a school that treats all children as gifted and builds on their strengths through enrichment strategies, independent research, problem solving, science, writing, music, and art. Imagine a school in which all members of the school community develop a vision of their ideal school; and in which they collaborate to achieve that dream by making major decisions about curriculum, instructional strategies, and school organization. Imagine a school where ideas count. Let your imagination go as far as it can, and you have discovered the accelerated school.

Press Release: National Center for the Accelerated Schools Project moves to the University of Connecticut to partner with the [Neag Center for Gifted Education and Talent Development](#).

What is the Accelerated Schools Project?



The Accelerated Schools Project began at [Stanford University](#) in 1986 as a comprehensive approach to school change, designed to improve schooling for children in "at-risk" situations. Instead of placing students into remedial classes, accelerated school communities -- staff, parents, administrators, students, district office representatives, and local community members -- accelerate learning by providing all students with challenging activities that traditionally have been reserved only for students identified as gifted and talented.

Traditionally, students in at-risk situations have been tracked into remedial classes that slow down the pace of learning and simplify the content of curriculum. Though this practice of remediation is intended to allow students to catch up to their peers, research finds that remediation actually causes students to fall farther and farther behind the mainstream. So instead of remediating, accelerated schools hold high expectations for every student, and provide each student with powerful learning experiences that stress complex and engaging activities, relevant content and active discovery of curriculum objectives. By assessing and reflecting on the school's present status, uniting the school community around its own vision of an ideal school, and empowering every member of the community to participate in creating that school, accelerated schools transform themselves into the "dream schools" everyone would want for their own child.

What Makes a School Accelerated?

No single feature makes a school accelerated. Rather, each school community uses the accelerated school philosophy and process to determine its own vision and to collaboratively work to achieve its goals. The philosophy is based on three democratic principles and a commitment to providing powerful learning to all students. The systematic transformation process is a vehicle for getting from the "here and now" to the school's vision of success for all students.

PHILOSOPHY

Accelerated Schools adhere to **three inter-related principles** that are largely absent from traditional schools:



Unity of Purpose

In accelerated schools, all members of the school community share a dream for the school and work together toward a common set of goals that will benefit all students;

Empowerment Coupled with Responsibility

Every member of the school community is empowered to participate in a shared decision-making process, to share in the responsibility for implementing these decisions, and to be held accountable for the outcomes of these decisions;

Building on Strengths

In creating their dream school, accelerated school communities recognize and utilize the knowledge, talents, and resources of every member of the school community.

Accelerated school communities share a set of values, beliefs and behaviors which create an environment that nurtures innovation and collaboration. As an accelerated school develops, qualities such as equity, trust, participation, collaboration, reflection, and risk-taking emerge and help guide the actions and interactions of all members of the school community.

Powerful Learning

In accelerated schools, the best of what we know about education -- that which is usually reserved for gifted and talented students -- is shared with all students. Members of the school community work together to transform every classroom into a powerful learning environment, where students and teachers are encouraged to think creatively and explore their interests, and where they are given the capacity and the encouragement to achieve at high levels. Accelerated schools seek out, acknowledge, and build upon every child's natural curiosity, encouraging students to construct knowledge through exploration and discovery, and to see connections between school activities and their lives outside the classroom. All of these learning experiences require imaginative thinking, complex reasoning, and problem-solving.

The Accelerated Schools Project does not prescribe a checklist of features for creating powerful learning experiences, as checklists lead to isolated and fragmented changes in curriculum and instruction. Rather, the entire accelerated school community makes learning relevant by building on children's strengths in a systematic way. Each accelerated school creates its own evolving set of powerful learning experiences based on its own unique needs, strengths, and vision.

Process

Rather than focusing on a particular grade, curriculum, or approach to teaching, accelerated school communities use a systematic process, encompassing collaborative and informed decision-making, to transform their entire school. The transformation begins with the entire school community taking a deep look into its present situation through a process called taking stock. The entire school community then forges a shared vision of what it wants the school to be -- the kind of dream school that everyone would want for their own child. By comparing the vision to its present situation, the school community identifies priority challenge areas. The school community itself then sets about to address those priority challenge areas, working through an accelerated schools governance structure and analyzing their challenge areas using the Inquiry Process. The Inquiry Process is a systematic method that helps school communities clearly understand problems, find and implement solutions, and assess their results.

‘What is the Accelerated Schools Project?’ from the website for the National Center for the Accelerated Schools Project.

Powerful Learning: Conceptual Foundations

How is powerful learning integrated into the accelerated schools model?

Since the Accelerated Schools Project's inception in 1986, powerful learning has been and continues to be regarded as a critical element of the project's model. The fundamental goal of the Accelerated Schools Project is to improve student achievement by providing powerful learning opportunities to all students. Therefore, understanding the model and its links to powerful learning is essential. For instance, the conceptual foundations of powerful learning as described in this document are embedded in the three principles of accelerated schools – unity of purpose, building on strengths and empowerment coupled with responsibility – as well as values such as reflection, equity and risk-taking (*Accelerated Schools Newsletter*, Volume 3, pp. 12-13). In addition, powerful learning is closely tied to the inquiry process, as both emphasize exploration, analysis, testing, and measurement. Finally, while powerful learning must have a clear purpose for students and teachers within individual classrooms it also must lead towards the Vision and standards for learning set by the school community (see "Powerful Learning Framework," 1996).

Defining powerful learning: A history

Using the three principles of accelerated schools as a base, the concept of powerful learning was originally introduced as a triangulated approach to designing curriculum (Accelerated Schools Resource Guide, 1993). This approach integrates the following elements:

- *what* students learn
- *how* the learning opportunities are created
- how to produce the best *context* for that for that

Through this approach, powerful learning situations enable learners to *construct* knowledge from new experiences. In the process of constructing their own understanding, students learn how to apply concepts and solve problems.

As the accelerated schools philosophy and process was implemented in hundreds of schools, the need emerged for a more developed definition of powerful learning. Teachers and educators wanted further information about how to implement powerful learning, and how to use the elements of the triangle to create exciting and challenging curriculum. In response to this need, the National Center, through a recent research grant funded by the Annenberg Foundation, has been working to articulate powerful learning conceptually in order to make it more accessible to accelerated school communities.

The first stage of this effort was the development of the "Powerful Learning Framework." A comprehensive analysis of the literature as well as classroom studies, interviews and surveys within accelerated schools has led the National Center to identify five components of powerful learning: authentic, interactive, learner-centered, inclusive and continuous (see figure 1 for a comprehensive schematic of how the powerful learning triangle, five components, and three principles fuse together to form purposive learning).

Purpose of this document

As emphasized in the first paragraph of this document, these components are tightly linked to key components of the accelerated schools philosophy and process. These components are more fully

articulated in a companion piece to this document: "The Powerful Learning Framework". Using actual examples from accelerated schools, the "Framework" brings the five components to life by illustrating how they are used in the classroom, and emphasizes that powerful learning is always focused on purposeful, challenging content. While the "Framework" is an important tool for teachers and educators to use for developing powerful learning lessons and curriculum, it does not delve into the theoretical underpinnings behind these five components. This document, a companion piece, draws attention to the principles of teaching and learning that focus the foundation for powerful learning's five components. The scholarly and interpretive works reported in this document are not meant to be exhaustive, but serve as an applications base to substantiate the reasons why these particular components were selected, and to create a dialogue about best practices for teaching and learning.

Powerful Learning and Constructivism

The theory of teaching and learning called *constructivism* is the umbrella theory for powerful learning. While the five components of powerful learning are built upon learning theories that address each component in its own right, the body of literature on constructivism forms the foundations for the concept of powerful learning. Therefore, to create a framework for powerful learning, we must explore constructivist theory. Constructivism sees the student as the prime actor in acquiring his or her own knowledge, while the teacher serves as a facilitator towards this acquisition. The role of the teacher or educator is to "invite students to experience the world's richness, empower them to ask their own questions, and challenge them to understand the world's complexities" (Brooks & Brooks, p. 5). Constructivism, most popularly associated with Piaget (1954, 1974), sees the learner as synthesizing new learning based on prior knowledge and understanding. The writings of Duckworth (1979, 1990) and Lampert (1986) further emphasize that the child is the locus of learning, with the teacher and peers acting as liaisons to greater knowledge. These 'liaisons' facilitate learning opportunities by providing challenging experiences and expectations for each student. Vygotsky's theory of the zone of proximal development, or ZPD (1978), identifies the teacher as facilitator to greater understanding and learning by continually presenting the child with situations that are challenging yet developmentally appropriate.

The roots of the Powerful Learning Project conceptual framework can also be traced to exemplary teaching practices (Cohen, 1994; Brown & Campione, 1994) that are based on constructivist theory. These innovative ideas and approaches, which enable students of all backgrounds and ability levels to excel, complement the accelerated schools philosophy of providing opportunities for every student to learn and achieve at the highest possible level (Levin, 1991; Oakes, 1990; Sizer, 1984).

The following pages describe in more detail the theoretical underpinnings of each of the five components.

Authentic

**Students can relate what they are experiencing in the classroom to real issues and situations.
Lessons have recognizable goals, and build connections to the outside world.**

Learning theory has argued that the best learning takes place in the context of real-world situations and contexts. Lave & Wenger (1991) stress the importance of students' central participation in activities to improve motivation for learning. Additionally, Lave points out that traditional learning situations, where the student is a passive learner in an environment with typically one answer and one approach to solving the problem, are incongruent with real-life learning situations (Lave, 1988). In order to make student learning relevant to real life experiences, learning environments must be authentic.

Creating authentic learning situations means providing lessons or experiences that engage the learner, that contribute to each learner's developing identity and that share a common set of recognizable goals with other learners. These kinds of experiences lead to increased student engagement and motivation (e.g., Resnick, 1987; Wiggins, 1993). Wiggins' assessment of authentic learning stems from the idea that the advantages to a "thought provoking curriculum" far outweigh the rigors of inauthentic content unnaturally fused together (1987). Furthermore, Watson's research on child reasoning (1990) indicates that authentic experiences help the child to resolve discrepancies between beliefs and evidence. The ability to make distinctions between assumptions and artifactual evidence suggests an increase in students' critical reasoning skills in that students are able to assess based on informed knowledge. Newmann, Secada and Wehlage (1995) also support creating authentic experiences for students because an "absence of meaning breeds low engagement in schoolwork and inhibits transfer of school learning to issues and problems faced outside of school" (p. 7). Newmann et al suggest academic rigor that is "worthwhile, significant, and meaningful," based on a conceptual framework of three elements: construction of knowledge, disciplined inquiry, and value beyond school. Students should draw from a prior knowledge base, develop in-depth understandings of problems and engage in elaborated communication. Furthermore, students must be able to see that their achievements extend beyond simple documentation of competence. Students must be encouraged to make connections between their accomplishments and real life (Newmann, Secada & Wehlage, 1995).

Interactive

Powerful learning includes interactive opportunities for individuals to collaborate with others in the learning process and to work together towards a common purpose. Through this interaction, students are able to further their expertise and knowledge by sharing and explaining it to others.

All learning is essentially social in that it occurs within a specific social context and ultimately requires social communication if it is to be expressed and shared. Based on Dewey's model of "discovery learning" (1902), powerful learning includes interactive opportunities for individuals to participate and collaborate with others in the learning process and to work towards a common purpose. Learners must be active participants in forming as well as solving problems. Social cognitive theory stresses diversity as a way to promote enhanced learning capacities (Bandura, 1986, 1991). Students interacting with a wide variety of individuals have potential to augment their own learning process through a more enhanced network of backgrounds and perspectives (Bandura, 1982). One strategy is to use small groups that are structured to facilitate high student engagement (Kaplan, 1994). This kind of student-student interaction can be accomplished through activities such as role plays, debates and reenactments (Fogarty, 1994). Through this interaction, students are able to share their expertise with one another.

Interactive learning develops through meaningful contact between adults. Socratic questioning is a commonly used method that brings quality interaction between teachers and students. Additionally, bringing community members, parents, support staff and other adults into the classroom can provide crucial interaction for students, and provide unparalleled powerful learning experiences. In the same way that students learn from sharing their experiences and knowledge with each other, interacting with a variety of adults can provide ways for students to expand and reinforce their knowledge (Accelerated Schools Resource Guide, *Accelerated Schools Newsletter*, Vol. 3, No. 3).

Learner-Centered

Exploration and continual discovery are essential to the powerful learning process. The direction and content of lessons builds on the strengths, experiences and interests of students. Through a challenging, supportive environment, students are able to take charge of their own learning.

Focus on the child

Learner-centered instruction draws on the notion of creating learning experiences for student engagement that encourage individual exploration and continual discovery and build on the strengths, experiences and interests of students. In order for teachers to facilitate this process, Hackett (1990) suggests that "teachers need to find out what students already know about the concept, utilize this knowledge to structure or stage student exploration, insert probing questions to focus reasoning, challenge and clarify student explanations, and provide multiple invitations for students to apply their knowledge to new situations" (p. 4). Using Hackett's approach as a foundation, Brown and Campione (1994) conducted research on middle school classrooms. The results of their longitudinal study suggest that students exposed to a responsive, learner-centered environment will demonstrate a higher level of achievement in comprehension, production of analogy in discourse, and production of explanations (Brown & Campione, 1994) than those students who are not exposed to this kind of learning environment.

Focus on the learning process of each child

A key strategy for focusing on the whole child is to work with each student's individual learning process (Piaget, 1954; Vygotsky, 1978). As Dewey noted in 1916, "one who recognizes the importance of interest will not assume that all minds work in the same way because they happen to have the same teacher and textbook" (p. 130). In addition, Dewey also stressed the importance of purposeful learning; students and teachers need to have a thorough understanding of why they are engaged in each specific learning experience. Howard Gardner's theory of "multiple intelligences" (1983) also emphasizes the different ways that children learn and perform, including spatially, musically, interpersonally and visually. This emphasis on the variety of learning styles that exist within the classroom places the responsibility on the teacher, as facilitator of knowledge, to provide a diversity of opportunities so that each student can learn and perform using the approach that works best for him or her. Marzano's "Components of Learning" (1992) further exemplifies the learning process within the child, articulating how an individual learns most effectively. The five components: positive attitudes and perceptions about learning, acquiring and integrating knowledge, extending and refining knowledge, using knowledge meaningfully, and having productive habits of mind, work in combination to help the learner acquire a deeper understanding of content. Regardless of the learning style or situation, the teacher must still set high expectations for each student, and challenge him or her to learn within his or her "zone of proximal development" (Vygotsky, 1978).

Focusing on the individual learning process, however, does not mean doing so at the exclusion of learning as part of an interactive process of a larger community. Lave and Wenger (1991) focus on how individual learning and identity derives from their participatory relationships in learning communities. This means that learner-centered instruction must also focus on each learner's role as a participant and contributor to a larger process.

Inclusive

Powerful learning focuses on giving all students equal access to learning opportunities. The classroom environment and the learning opportunities are structured to draw on the expertise of students who may not be as vocal or perceived of as smart.

One important focus of powerful learning is giving all students equal access to achieve at high levels through a variety of learning opportunities. This means taking into account learning styles as well as the interests, experiences, and cultures of children. Howard Gardner's theory of multiple intelligences (1983), challenges teachers to present information in a variety of ways in order to meet the myriad "intelligences" present in the classroom. For example, when learning about the Depression, students might read a passage from a book, listen to a song or audio tape, look at photographs or move through a number of learning "stations" positioned in different parts of the room. This way, the access to the information is broadened beyond the traditional choices of reading or listening to a lecture. By providing accessibility for a range of learning styles and "intelligences," teachers can also accommodate the differences in language and/or culture that might exist in the classroom.

Cooperative learning, supported by the work of Oakes (1985, 1996), Nystrand (1986), and Cohen (1994), can be effectively used towards building greater inclusiveness in the classroom. Research suggests that structured groups with students who have been trained in appropriate cooperative behavior (e.g., roles, group dynamics) are effective in "soliciting opinions, encouraging explicitness, pinpointing differences, and interrelating viewpoints" (p. 5). Empirical research on student achievement point to academic gains on concepts, applications and content (see for e.g., Cohen & Intili, 1981; Cohen, Lotan & Leechor, 1989). Furthermore, research by Johnson and Johnson (1994) and Cohen (1994) suggests that cooperative learning in the classroom can help to raise achievement levels of all students and helps to build positive relationships among students (1994).

In thinking about how to tap into the range of interests and experiences that children bring to the learning situation, individualized approaches can be used as a means to enhance inclusion, such as when we provide an opportunity for a child to do a project or activity on a unique interest which is not central to all students. Peer tutoring, educational technologies, and parental involvement are other interventions that can also be used.

Continuous Learning

Powerful learning strengthens connections between different learning contexts so that students perceive knowledge in a more holistic manner. Students can apply existing knowledge to what they have already learned and make connections between different subject areas.

Continuous learning is making connections among subjects, between the school and out-of-school contexts and between previous experience and school experiences. Piaget (1954) asserted that children learn building on prior knowledge and synthesizing new information in the context of what is already known. Vygotsky (1978) furthered this assertion by analyzing the situations in which this new knowledge is most readily synthesized, and developed his theory of the ZPD, discussed earlier. Both of these scholars stressed that learning is a continuous and fluid process which works quite differently from the divided, end-driven structure of traditional schooling. Powerful learning incorporates this continual aspect, with approaches that stay flexible and open-ended, thus allowing for students' on-going exploration and discovery.

Moll's (1992) study of bilingual classrooms as an analysis of community and Roth's work with cognitively guided instruction (CGI) suggest that individuals matter in the group learning process (as previously addressed under Learner-Centered). It is the "students' community [which] represents a resource of enormous importance for educational change and environment" (Moll, 1992, p. 21) . In order to enhance learning, students must be made to feel like what they are learning is important and to see how they are helping to make a difference (Roth, 1989) in the learning process.

As Dewey outlined in 1916, the essential educational methods are that "the pupil have a genuine continuation of experience-- that there be a continuous activity in which he is interested for his own sake; secondly, that a genuine problem develop within this situation as a stimulus to thought; third, that he possess the information and make the observations needed to deal with it; fourth, that suggested solutions occur to him which he shall be responsible for dealing with in an orderly way; fifth, that he have the opportunity and occasion to test his ideas by application, to make their meaning clear and discover for himself their validity" (p. 163).

The need to strengthen connections between different contexts such that students perceive knowledge in a more holistic manner encourages students to apply existing knowledge to what they have learned earlier in the year or are examining in other subject areas (Jacobs, 1989).

References

- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Englewood Cliffs, NJ.
- Bandura, A. (1991). Social cognitive theory of moral thought and action. In Kurtines, W & Gewirtz, J (eds). Handbook of moral behavior and development volume I: Theory. Erlbaum Hillsdale, NJ.
- Bird, L. (1995). Creating your own classroom community. Santa Monica, CA: Galef Institute.
- Brooks, J & Brooks, M. (1993). In search of understanding: The case for constructivist classrooms. Alexandria, VA: ASCD.
- Brown, A. & Campione, J. (1994). "Guided discovery in a community of learners". In K.McGilly (Ed.), Classroom lessons: Integrating cognitive theory and classroom practice (pp. 229-270). Cambridge, MA: MIT Press/Bradford Books.
- Catterall, J. (1995). "Different ways of knowing 1991-1994 national longitudinal study final report: Program effects on students and teachers" Los Angeles, CA: UCLA Graduate School of Education
- Cohen, E. (1994). "Restructuring the classroom: Conditions for productive small groups". Review of Educational Research. 64 (1) pp. 1-35.
- Cohen, E. & Intili, J. (1981). Interdependence and management in bilingual classrooms. (Final Report No. NIE-G-80-0217). Stanford University, School of Education.
- Cohen, E., Lotan, R. & Leechor, C. (1989). "Can classrooms learn? Sociology of Education. 62 pp. 75-94.
- Dewey, J. (1902). The child and the curriculum. Chicago: University of Chicago Press.
- Dewey, J. (1916). Democracy and education. New York: The Free Press, a division of Macmillan, Inc.
- Duckworth, E. (August, 1979). "Either we're too early and they can't learn it or we're too late and they know it already: The dilemma of applying Piaget". Harvard Educational Review 49, (3).
- Duckworth, E., J. Easley,, D. Hawkins, and A. Henriques. (1990). Science education: A minds-on approach for the elementary years. Hillsdale, NJ: Lawrence Erlbaum Associates.

- Eisner, E. (1982). Cognition and curriculum: A basis for deciding what to teach. New York: Longman
- Gardner, H. (1983). Frames of mind. New York: Basic Books.
- Hackett, J. (1990). "Constructivism: Hands on minds on". A staff development series. Macmillan/McGraw-Hill.
- Jacobs, H. (1989). "The growing need for interdisciplinary curriculum content." In H. Jacobs (Ed.), Interdisciplinary curriculum: Design and implementation. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lampert, M. (1986). "Knowing, doing and teaching multiplication". Cognition and instruction. 3 (4), pp. 305-42.
- Lave, J. (1988). Cognition in practice: Mind, mathematics, and culture in everyday life. Cambridge, MA: Cambridge University Press.
- Lave, J. & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge, MA: Cambridge University Press.
- Levin, H. (1991). "Building school capacity for effective teacher empowerment: Applications to schools with at-risk students". (CPRE Research Rep. No. RR-019). New Brunswick, NJ: Consortium for Policy Research in Education.
- Marzano, R. (1992). A different kind of classroom: Teaching with dimensions of learning. Alexandria, VA: ASCD.
- Moll, L. (1992). Bilingual classroom studies and community analysis. Educational Researcher, 21 (2), pp. 20-25.
- Newmann, F., Secada, W., & Wehlage, G. (1995). A guide to authentic instruction and assessment: Vision, standards and scoring. Alexandria, VA: ASCD.
- Nystrand, M. (1986). The structure of written discourse: Studies of reciprocity between readers and writers. New York: Academic.
- Oakes, J. & Lipton (1990). Making the best of schools: A handbook for parents, teachers and policy makers. New Haven, CT: Yale University Press.
- Piaget, J. (1954). The construction of reality in the child. New York: Basic Books.
- Piaget, J. (1974). To understand is to invent: The future of education. New York: Grossman.
- Resnick, L. (1987). Education and learning to think. Washington, DC: National Academy Press.
- Roth, K. (1989). Conceptual understanding and higher level thinking in the elementary science curriculum: Three perspectives. Institute for research on teaching. College of Education, East Lansing, MI.
- Sizer, T. (1984). Horace's compromise: The dilemma of the American high school. Boston: Houghton-Mifflin
- Vygotsky, L. (1978). Mind in Society: The development of higher psychological processes, edited by M. Cole, V. John-Steiner, S. Scitmenr, and E. Souberman. Cambridge, MA: Harvard University Press.
- Watson, B., & Konicek, R. (1990). "Teaching for conceptual change: Confronting children's experience". Phi Delta Kappan, 71, (9) pp. 680-685.
- Wiggins, G. (1987). "Creating a thought provoking curriculum: Lessons from whodunits and others". American Education: The Professional Journal of the American Federation of Teachers v 11, (4) pp. 10-17.
- Wiggins, G. (1993). Assessing student performance: Exploring the purpose and limits of testing. San Francisco: Jossey Bass.
- <http://www.acceleratedschools.net>

Powerful Learning for Students: Design and Implementation

Design

What are your goals?
What do you want your students to know at the end of the lesson/unit?

How can you build on the strengths and interests of your students in your instructional practice?

How can you build on students' prior knowledge and make links between different subject areas?

What are the available resources within and outside the school that can help support your vision?

Goals & Objectives

- How does what you teach help you to move towards your school's vision?
- How is your lesson tied to content goals and objectives?
- How will you assess student learning and understanding?

Reflection

What evidence do you have of increased student learning and understanding?

Are you continuously assessing the degree to which your lesson is meeting your goals for student learning?

How are you incorporating assessment and feedback in the improvement of your lesson?

What other methods could help strengthen the scope and impact of the lesson?

Implementation

Are you delivering the lesson you designed in a way that is interesting and challenging for all students?

In what ways are you able to take advantage of unplanned events or circumstances to enhance student learning?

To what extent are you drawing on the cultural traditions of parents and students to enrich classroom learning?

National Center for the Accelerated
Schools Project 1997

Powerful Learning for Students: Integrating the 5 Components

Authentic

In what ways does your lesson draw on the learner's strengths and interests? How are your materials drawn from and connected to real life? In what ways does your lesson make connections to the real world?

Interactive

How does your lesson foster participation and collaboration among learners? In what ways does the learner interact with the real world?

Goals & Objectives

- How does what you teach help you to move towards your school's vision?
- How is your lesson tied to content goals and objectives?
- How will you assess student learning and understanding?

Learner-Centered

In what ways do you provide opportunities for your learners to construct their own knowledge through exploration and discovery? How does your lesson identify the learner as a valuable creator, thinker, and problem solver? In what ways do you include the learner in the development of your lesson and assessment process?

Continuous

How does your lesson provide the opportunity for learners to perceive knowledge in a more holistic way? In what ways does your lesson build on a variety of disciplines and learning environments? How does the lesson relate to what you have done in the past and what you hope to try in the future?

Inclusive

How is your lesson structured to engage all learners? In what ways does your lesson create equal access to learning opportunities?

National Center for the Accelerated
Schools Project 1997

<http://www.acceleratedschools.net>



TIME Schools of the Year

Accelerated School

Like a Free Private Academy

A charter school challenges inner-city kids with tough coursework — and engages them with art and yoga

By Dan Cray

Zachary Johnson has a familiar complaint about his school: the cafeteria food stinks. In most places, such gripes fall upon deaf ears. But Zachary, 13, attends the Accelerated School in South Central Los Angeles, where the teachers are determined to make school both challenging and attractive. Says Zachary, who helped persuade administrators to add a salad bar: "The teachers actually listen to you, and you don't find that in other schools around here." Nor do you find many inner-city schools with the academic results produced at Accelerated, which serves Grades K through 8 — and, as a charter school, is free of much of the red tape that often chokes other institutions. While some states have begun to question whether most charter schools outperform regular public schools, the Stanford Achievement Test scores at Accelerated have jumped 93% since 1997, with increases of 35% in reading and 28% in math last year alone.

School officials credit their success in part to their 97% average attendance rate, which in turn is boosted by classes that emphasize art, poetry and yoga along with arithmetic and grammar. "Unless you're fully engaging the mind and body of the children, they're not going to be as productive," says Kevin Sved, 34, the school's co-founder. Accelerated says it outperformed the community's other public schools by 270% on last year's standardized tests. "It's like a \$20,000 private school without the tuition," says Mario Ortega, 37, a mortgage banker who transferred his two children there from a private academy. "I never expected to find quality education in South Central Los Angeles."

School Facts

Name: Accelerated School

Students: 180 (K-5)

Innovations: Freed from much red tape; teaches a challenging curriculum to all kids

Results: Higher attendance and test scores; families clamoring to get in

Infamous as the scene of the 1992 Los Angeles riots, South Central is populated mostly by hardworking Latino and black families. Half its residents never completed ninth grade. Forty-three percent of its households earn less than \$15,000 a year. The lure of crime and drugs is always whispering just down the alley. Yet Accelerated shows that even in this setting, academic excellence is possible.

The seed for Accelerated was planted in 1992 when Sved met Johnathan Williams. Both were teachers, and Williams was a leader of their local union who teamed with Sved in a failed attempt to initiate reforms at another South Central school. But when their efforts were stymied

by bureaucrats, the duo submitted to the Los Angeles Unified School District an application to start their own charter school under a new state law permitting a limited number of public schools to operate free of many district and state regulations. Skeptical administrators gave Sved and Williams just six months to round up \$200,000 in start-up money and find a site for the school. After securing funding at the last moment from Wells Fargo Bank, the two hurriedly went door-to-door to recruit students. In September 1994, Accelerated opened with two teachers — Sved and Williams — and 50 students, shoehorned into a leased church social hall.

"We had to sell the people here on the idea that their kids can succeed," says Williams, 34. "This is about treating all students as gifted." The message resonated: each parent signed an agreement to spend at least 30 hours a year helping out at the school. And as their kids progressed, word spread, and the school grew. Says second-grade teacher Gillian Bazelon: "These kids are finally in an environment where a lot is expected of them, so they come to school ready to learn."

Kids at Accelerated learn by doing rather than just reading or listening. Fourth-graders study aerodynamics and the history of flight while constructing model airplanes. Second-graders try their hand at sculpting while learning about Rodin. First-graders are taught to manage personal bank accounts with play money they can use to buy toys at the student store. Rita Kanell, a first-grade teacher, recalls the joy of watching her students pepper a visiting composer with questions about Beethoven and Vivaldi.

The curriculum follows an approach pioneered by Stanford educator Henry Levin, whose 1986 "Accelerated Schools Model" called for schools to introduce slow learners to the same material as gifted students, while school officials work closely with parents. Says Sved: "We are forming a new and exciting model for urban education, and we've shown that it works."

Accelerated has its pick of accomplished teachers and links their pay to student performance. Unlike many guideline-laden public schools, Accelerated gives its teachers near-total control over instructional methods and a real voice in running the place. "For the first time in 19 years of teaching, my experience and my opinion make a difference," says kindergarten and first-grade teacher Faynessa Armand.

Sved and Williams have forged a partnership with California State University, Los Angeles, which helps with teacher training and grant applications. Wells Fargo, the school's largest donor, pumps \$200,000 into Accelerated each year. And the school in 1997 received a \$6.8 million office and warehouse site, donated by clothing designer Carole Little and her business partner Leonard Rabinowitz. As a result, Accelerated is that rare inner-city public school with stylized, glass-block walls and palm trees.

Today Accelerated has 11 teachers, 270 students, a waiting list of 1,200 kids and a \$2.3 million operating budget. A planned \$30 million expansion will add a two-story high school to the property by 2004. Graffiti-filled walls outside the school have given way to student-painted murals. Classrooms are teeming with books and artwork. And at lunchtime, Zachary is thrilled to grab food from the new salad bar.

For the Article from TIME Magazine see
http://www.time.com/time/covers/1101010521/elem_accelerated.html

Accelerated Schools Project
Research and Evaluation Bulletin
November 2001

Research Background on Accelerated Schools

The Accelerated Schools Project (ASP) originated in a research project initiated in 1983 on the demography of and educational outcomes for at-risk students. Provoked by the omission of these students from the national reports such as *A Nation at Risk*, Professor Henry M. Levin and his colleagues at Stanford undertook a study of school populations and their educational challenges. This led to two reports that received considerable national attention on the emerging crisis of education for students in at-risk situations.¹ What was clear was that the number of students in at-risk situations was large and increasing, and existing approaches to addressing their needs were largely unsuccessful.

In response, the second phase of the research addressed what needed to be done to change school outcomes for these children. Extensive investigations of existing models, Title I and Chapter I evaluations, and research on cognition suggested that “remediation approaches” were the heart of the problem rather than the solution. By stigmatizing students as slow-learners, reducing the pace and challenge of instruction, and emphasizing drill and practice with few interesting applications or connections to child experience, remediation led to reduced learning expectations and lagging academic progress. In contrast, accelerated and enriched approaches were shown by the literature to be more promising and became the basis for the first Accelerated Schools launched in 1986-87. The basic approach was to create Accelerated Schools for all students in which academic enrichment would replace remediation and all students would be brought into the academic mainstream.²

With the launching of the pilot schools in 1986-87 and the expansion of Accelerated Schools, research has continued on many aspects including the design and implementation of powerful learning, classroom transformation, effective principals, and design of effective districts for supporting Accelerated Schools.³ Special attention has been devoted to research on how the organization and transformation process of the school leads to acceleration, powerful learning, and improved school outcomes.⁴ The specific research leading to the formulation of the Accelerated Schools model and its validation and improvement have also been buttressed by recent developments in gifted and talented education where the focus has become talent development for all students and school-wide enrichment.⁵ In addition to ongoing research on Accelerated Schools at the National Center and ASP satellite centers, a special interest group of the American Educational Research Association (AERA) is devoted to the subject and has convened each year at the AERA annual meeting to present research efforts and results.

Evaluation of Accelerated Schools

For the last fifteen years the Accelerated Schools Project has undertaken and encouraged evaluation of its schools. Our main concerns have been not only to validate their effectiveness, but to use evaluation results to continually improve the model and the process. Our evaluations have shown that Accelerated Schools consistently raise academic achievement, student attendance, and parental participation, and reduce student turnover, special education placements, students retained in grade, and teacher turnover. Specific examples of achievement gains are reported in [Accomplishments of Accelerated Schools](#) which can be viewed and downloaded from www.acceleratedschools.net under accelerated resources. Even these results do not reflect the research, written products, scientific projects, and artistic performances produced routinely by Accelerated Schools students.

A study of the six Accelerated Schools started in Missouri in 1988 (since expanded to 190 schools) by an outside evaluator found impressive test gains despite the low cost of the effort.⁶ For example, after three years one school had increased the percentage of students scoring at or above grade level from about

half to almost 90 percent. At another school with high minority and poverty concentrations of enrollees, the students went from below the median achievement for the state to above it in all five subjects tested, with students qualifying for advanced mathematics increasing from 1 percent to 32 percent in a three year period. PS 108 in East Harlem is a school with about 95 percent of its students in poverty, equally divided between African-Americans and Latinos. When it launched the Accelerated Schools process, only about one-third of its students were at grade level or above. That increased to about two-thirds of students reaching this level in four years.

In a 1997 evaluation of Accelerated Schools in Louisiana, the Louisiana State Board of Elementary and Secondary Education found ASP “exemplary” in its positive impact on academic achievement of at-risk students, parental involvement, and school discipline, with 75% of the schools showing positive increases or performing above the 50th percentile on state-mandated tests.⁷ In North Carolina, a 1999 evaluation examined end-of-grade math and reading scores to monitor academic progress in Accelerated Schools, which serve the most at-risk students in their counties. All ASP middle schools in the state increased the percentages of 8th grade African-American males and females reading at grade level, as well as the percentages of 7th and 8th grade African-American males working at grade level in both math and reading.⁸

Comparisons of Accelerated Schools with matched “control” schools have shown similar results. For example, a school in Houston had slightly lower achievement scores than its comparison school before embracing the Accelerated Schools process. Within two years its fifth graders had gained about a year and one half in achievement beyond its comparison school as well as showing dramatic reductions in student mobility and other improvements.⁹ A study of 34 Ohio Accelerated Schools examined the change in percentage of students scoring proficient or advanced on the Ohio Proficiency Test between 1997 and 1999. The study found that Accelerated Schools averaged a greater percentage increase than their districts in both reading and math. This finding held for both veteran Accelerated Schools (beyond three years of implementation) and new Accelerated Schools (in their first three years of implementation). For example, in fourth grade math in new ASP schools, 21% more students increased their score to proficient or advanced compared with a district increase of 12%. In fourth grade math in veteran ASP schools, 15% more students scored at these levels compared with an average district increase of 10%.¹⁰

A 1999 study of six Accelerated Schools in Memphis found gains in all five areas tested in contrast to a similar group of schools that had not undertaken reform.¹¹ In reading the student achievement had risen from the equivalent of the 30th percentile to almost the 70th percentile. A three year study of a national sample of eight Accelerated Schools by the independent evaluator, Manpower Demonstration Research Corporation, compared student achievement in the five years prior to the reform with achievement five years after the reform had been established. Statistical adjustments were made for any changes in the student population. The study found statistically significant increases in both reading and mathematics achievement that was equal to the result from reducing class size from 25 to 15 students. The cost of the Accelerated Schools partnership was about one-twentieth that of the class size reduction.¹²

Evaluations of Accelerated Schools have not been limited to test scores. An overall ethnographic study of a middle school has documented carefully the internal transformation of school culture that is crucial to obtaining academic results.¹³ Two other ethnographic evaluations have studied the treatment of special education children in an elementary and a middle school.¹⁴ Two published studies by outside researchers have found that Accelerated Schools has the lowest cost per student among major national reforms for at-risk populations.¹⁵ A study of the impact of comprehensive school reform models on Wisconsin schools found that ASP was the only model to show a positive correlation with a reduction in student retention.¹⁶

Continuing evaluations are being carried out on a national sample of Accelerated Schools and in state and regional networks. A major evaluation project funded by the U.S. Department of Education and the National Science Foundation at the University of Michigan was recently launched to evaluate a

number of schools implementing four comprehensive school reforms including a national sample of 25 Accelerated Schools.

¹ H. M. Levin, The Educational Disadvantaged: A National Crisis (Philadelphia: Public/Private Ventures, 1985); H. M. Levin, Educational Reform for Disadvantaged Students: An Emerging Crisis (Washington, DC: National Education Association, 1986).

² The fundamental ideas and underlying research support were published in several articles and monographs in 1987 and 1988. See, for example, H. M. Levin, "New Schools for the Disadvantaged," Teacher Education Quarterly, vol. 14, No. 4 (Fall 1987), pp. 60-83; H. M. Levin, "Accelerated Schools for the Disadvantaged," Educational Leadership, Vol. 44, No. 6 (March 1987), pp. 19-21; H. M. Levin, Accelerated Schools for At-Risk Students, CPRE Research Report RR-010 (New Brunswick, N.J.: Center for Policy Research in Education, Rutgers University, 1988).

³ For example, see W. S. Hopfenberg, H. M. Levin, and Associates, The Accelerated Schools Resource Guide (San Francisco: Jossey-Bass Publishers, 1993) for extensive discussions and bibliographies of supporting research on the Accelerated Schools process and powerful learning. Research on principal leadership and different aspects of the process are found in C. Finnan, E. P. St. John, J. McCarthy, and S. P. Slovacek, Accelerated Schools in Action: Lessons from the Field (Thousand Oaks, CA: Corwin Press, 1995). An overview of research on the need to transform school districts is found in C. Driver and V. Thorp, Sustaining School Restructuring by Reforming School Districts (Stanford, CA: National Center for the Accelerated Schools Project, 1997).

⁴ ¹ See H. M. Levin, "Accelerated Schools after Eight Years," in L. Schauble and R. Glaser, eds., Innovations in Learning: New Environments for Education (Mahwah, NJ: Lawrence Erlbaum Associates, 1996), pp. 329-352. H. M. Levin, "Raising School Productivity: An X-Efficiency Approach," Economics of Education Review, Vol. 16, No. 3 (1997), pp. 303-311.

⁵ J. F. Feldhusen, Talent Identification and Development in Education (TIDE) (Sarasota, FL: Center for Creative Learning, 1992); J. S. Renzulli, Schools for Talent Development (Mansfield Center, CT: Creative Learning Press, 1994).

⁶ R. A. English, Accelerated Schools Report (Columbia, MO: Department of Educational and Counseling Psychology, University of Missouri, 1992).

⁷ Data provided by the State of Louisiana Board of Elementary and Secondary Education in a letter and report to the Accelerated Schools Center at the University of New Orleans, November 1997.

⁸ J. Donley and J. Johnson, Accelerated Schools Evaluation Report 1998-99 (Prepared for the North Carolina Partnership for Accelerated Schools, October 1999).

⁹ ¹ J. McCarthy and S. Still, "Hollibrook Accelerated Elementary School," in Restructuring Schools: Learning from Ongoing Efforts, P. Hallinger and J. Murphy, eds. (Newbury Park, CA: Corwin Press, 1993), pp. 63-83.

¹⁰ Data collected by the National Center for the Accelerated Schools Project on Ohio center results, January 2001.

¹¹ S. Ross, S. W. Wang, W. Sanders, S. P. Wright, and S. Stringfield, "Two- and Three-Year Achievement Results on the Tennessee Value-Added Assessment System for Restructuring Schools in Memphis," (Memphis, TN: Center for Research in Educational Policy, University of Memphis, June 1999).

¹² H. Bloom, S. Ham, S. Kagehiro, L. Melton, J. O'Brien, J. Rock, and F. Doolittle, Evaluating the Accelerated Schools Program: A Look at its Early Implementation and Impact on Student Achievement in Eight Schools (New York: Manpower Development Research Corporation, 2001).

¹³ C. Finnan, "Studying an Accelerated School: Schoolwide Cultural Therapy," in Pathways to Cultural Awareness: Cultural Therapy with Teachers and Students, G. Spindler and L. Spindler, eds. (Thousand Oaks, CA: Corwin Press, 1994).

¹⁴ S. J. Peters, Inclusive Education in Accelerated Schools: The Case of Plumfield Elementary School (Stanford, CA: National Center for the Accelerated Schools Project, 1996); S. J. Peters, Inclusive Education in Accelerated Schools: The Case of Vista Middle School (Stanford, CA: National Center for the Accelerated Schools Project, 1996).

¹⁵ W. S. Barnett, "Economics of School Reform: Three Promising Models," in Holding Schools Accountable, H. F. Ladd, ed. (Washington, D.C.: The Brookings Institution, 1996), pp. 299-326. J. A. King, "Meeting the Needs of At-Risk Students: A Cost Analysis of Three Models," Educational Evaluation and Policy Analysis, 16(Spring 1994), pp. 1-19.

¹⁶ E. St. John, G. Manset, C-G Chung, G. Musoba, S. Loescher, A. Simmons and C. Hossler, Comprehensive School Reform: An Exploratory Study (Bloomington, IN: Indiana Education Policy Center, 2001).

INDIANA -- CORE 40 CURRICULUM

I. ACADEMIC CORE

26-28 credits distributed as shown

LANGUAGE ARTS 8 credits in literature, composition, and speech

MATHEMATICS 6 to 8 credits from this list: Algebra I, Geometry, Algebra II, Trigonometry, Calculus, Probability & Statistics, Discrete Mathematics

SCIENCE 6 credits in laboratory science, including 2 in Biology, 2 in Chemistry, Physics, or Integrated Chemistry/Physics

2 additional credits from Chemistry, Physics, Earth/Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Environmental Science, Advanced

SOCIAL STUDIES 6 credits distributed as follows:

2 in U.S. History

1 in U.S. Government

1 in Economics

1 in World History or Geography

1 additional Social Studies credit

II. DIRECTED ELECTIVES

8 credits from the preceding or following subject areas

FOREIGN LANGUAGE Chinese, French, German, Italian, Japanese, Latin, Russian, Spanish, etc.

FINE ARTS Art, Theater, Music

COMPUTERS Computer Applications, Computer Programming

TECH CAREER AREA At least 6 credits in a logical sequence from a technical career cluster

III. HEALTH, PHYSICAL EDUCATION, SAFETY

2 credits

Basic Physical Education 1 credit (two semesters)

Health & Safety 1 credit (one semester)

IV. ELECTIVES

2 to 4 more credits from any courses offered for high school credit

Note: See State Board of Education *Course and Program Descriptions* for approved course titles. See Department of Workforce Development list of approved career clusters.

From the Indiana State Department of Education: <http://www.doe.state.in.us>

CTAS Financial Management – Roles and Responsibilities

The Executive Director will be responsible for managing the school's finances in accordance with the Board-approved budget. The director will be responsible for securing Board approval for expenditures such as hiring and major purchases. The Board will appoint a finance committee to monitor fiscal policies and expenditures on behalf of the Board and to facilitate communication and decision-making with the Executive Director.

The Executive Director will manage the school's cash flow, negotiate with vendors, and work with the accountant to prepare monthly financial reports for the board, and prepare regular reports for the Sponsor and the State. Below is a description of specific Board policies related to financial management, and a table that delineates the roles and responsibilities of the Board, the Finance Committee and the Executive Director.

Fiscal Controls and Financial Management Policies The Board will hire an accountant to work with the Executive Director. The accountant will set up fiscal controls to insure that GAAP principles are used and that all annual State and Federal returns are filed. Strict controls will be set up by the Board and the accountant to insure that spending is in accordance with the budget and that controls, such as double signatures on checks, are in place. The Board will hire a vendor to administer payroll and the employee benefits package.

Annual Budget Development Process The annual budget development process will be led by the Executive Director in close coordination with the business manager and the School as a Whole committee (SAW). The process will focus on CTAS priority areas as determined by the Board. Throughout the process, the finance committee will be updated and consulted.

At the end of the budget development process, the Executive Director will present a proposed budget to the finance committee for review. The finance committee will work with the Executive Director to address any issues of concern. Once the finance committee approves the proposed budget, it will be presented to the Board for ratification.

Fund-raising Efforts The Board will take primary responsibility for developing a fundraising plan in consultation with the Executive Director. The efforts will focus on identifying and securing a combination of public and private funding, with an emphasis on private funding. SchoolStart has special expertise in identifying and applying for funding from private foundations that support charter schools nationally. The

Board will be asked to use its own personal networks to identify individuals who may be interested in making financial and in-kind contributions.

Board's Role	Finance Committee's Role	Executive Director's Role
Approves a budget that reflects CTAS goals and board policies	Revises budget as needed and makes recommendations.	Prepares the budget and presents it to the Finance Committee or full board with backup information.
Approves the format and frequency of financial and programmatic reports.	Recommends format for financial and programmatic summary reports for board approval.	Makes recommendations for financial and programmatic reports to the board; assures reports include information required by charter contract.
Reviews monthly or quarterly financial statements.	Reviews monthly financial statements Executive Director and/or CPA.	Monitors income and expenses on a daily basis. Prepares financial and educational program reports that can be compared to the charter school contract, budget and projected activities.
Ensures adequate financial controls are in place and that financial reports are in accordance with accounting practices and applicable provisions of the charter contract.	Reviews accounting and control policies and makes recommendations for changes and improvements.	Raises policy issues and provides information for standard accounting policy decisions. Carries out policies established by the CTAS board.
Reviews the audited financial statements, management letter, and senior staff's response.	Reviews the audited financial statements, management letter, and senior staff's response with Executive Director and auditor.	Provides information and offers recommendations to Finance Committee. If necessary, responds to the audit firm's management letter.
Approves CTAS investment policies and reviews them annually.	Regularly reviews and makes recommendations about investment policies.	Provides additional information and financial analysis if needed.
Is well-informed about CTAS finances.	Coordinates board training on financial matters. Acts as liaison between full board and the executive director on financial matters.	Provides training and information as requested.

ARTICLES OF INCORPORATION OF
CHARTER FOR ACCELERATED LEARNING, INC.
(An Indiana Nonprofit Corporation)

The undersigned incorporators, on behalf of Charter for Accelerated Learning, Inc., desire to form a corporation pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (“Act”), and hereby execute the following Articles of Incorporation:

ARTICLE I
Name

The name of the Corporation shall hereafter be: Charter for Accelerated Learning, Inc. (“Corporation”).

ARTICLE II
Purposes and Powers

Subject to any limitation or restriction imposed by the Act, Section 501(c)(3) of the Internal Revenue Code, Indiana Charter School Law, I.C. 20-5.5 *et seq.*, any other law, the discretion of the Board of Directors, or any provisions of these Articles of Incorporation, the Corporation shall have the following purposes and powers:

Section 1. Charitable, Educational and Scientific Purposes. To operate as a non-profit corporation solely and exclusively for charitable, educational and scientific purposes, and specifically for the purpose of carrying on the educational activities of a public charter school in the City of Indianapolis organized to promote the academic advancement of children who are at risk of academic failure, through direct action, education and other legal means, funded by the State of Indiana, pursuant to Indiana Charter School Law, I.C. 20-5.5 *et seq.* and any regulations now in existence or hereafter amended;

Section 2. Retain Tax Exempt Status. To do all and everything necessary, suitable and proper for the accomplishment of the purposes and attainment of objectives herein set forth either alone or in association with other individuals, corporations or partnerships, including federal, state, county and municipal bodies and authorities; and, in general, to do and perform such acts and transact such business in connection with the foregoing objectives not inconsistent with laws; provided, however, that the Corporation shall not perform any act or transact any business that will jeopardize the tax exempt status of the Corporation under Section 501(c)(3) of the Internal Revenue Code and its regulations as such Section and regulations now exist or may hereafter be amended;

Section 3. Conduct Prohibited – Propaganda, Influence Legislation, Political Campaigns. To refrain from carrying on propaganda or otherwise attempting to influence legislation, participating in or intervening in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office, or any other activity which will disqualify a corporation for tax exemptions under Section 501(c)(3) of the Internal Revenue Code or other applicable federal, state or local regulations now or hereinafter enacted;

Section 4. Conduct Prohibited – Discrimination. To operate at all times in accordance with the Indiana Charter School Law and all other applicable federal, state and local laws and regulations prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, martial status or the need for special educational services;

Section 5. Pay Expenses. To fix, levy, collect and enforce payment of all charges or assessments made pursuant to the By-Laws of the Corporation by any lawful means and to pay all expenses in connection therewith and all other expenses incident to the conduct of the business of the Corporation, including wages or salaries, all licenses, taxes or governmental charges levied or imposed against the Corporation;

Section 6. Exercise All Powers Allowed. To exercise all rights and powers conferred by the Act on nonprofit corporations;

Section 7. Exercise Incidental Powers Allowed. To take such additional actions and exercise such further powers as are incidental to the purposes of the Corporation or necessary or desirable to accomplish such purposes;

Section 8. Appoint Officers and Agents. To appoint such officers and agents as the affairs of the Corporation may require and to define their duties and fix their compensation;

Section 9. Purchase and Maintain Insurance. To purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against liability; and

Section 10. Make By-Laws. To make by-laws regulating the affairs of the Corporation.

ARTICLE III **Form of Nonprofit Corporation**

This corporation is a public benefit corporation.

ARTICLE IV **Period of Existence**

The period during which the Corporation shall continue is perpetual.

ARTICLE V **Principal Office, Registered Agent and Registered Office**

Section 1. Principal Office. The post office address of the principal office of the Corporation is _____, Indianapolis, IN _____.

Section 2. Registered Agent. The name and address of the registered agent in charge of the Corporation's registered office is Siri Ann Loescher, 2661 Fair Oaks lane, Bloomington, IN 47401.

Section 3. Registered Office. The mailing address of the registered office of the Corporation is 2661 Fair Oaks Lane, Bloomington, IN 47401.

ARTICLE VI **Membership**

The Corporation shall not have Members as such, but, in lieu thereof, shall have a self-perpetuating Board of Directors, which may from time to time delegate authority to the School as A

Whole Committee to make policy decisions relating to instruction, assessment, discipline or other issues relating to the educational mission of the Corporation.

ARTICLE VII

Board of Directors

Section 1. Number. The Board of Directors shall be composed of at least three (3) members, or such greater number not to exceed eleven (11) as the Board of Directors may hereafter determine by amendment.

Section 2. Qualifications. Directors shall be natural persons who are eighteen (18) years of age or older. No person may stand for election or reelection as a director of the Corporation at any time when that person owes a delinquency in the payment of any assessment, interest or penalties to the Corporation. In order to be qualified as a director of the Corporation, each person must submit to a criminal background check. Directors shall be selected on the basis of their expertise, experience, commitment to the Corporation's vision, and willingness and ability to contribute to the Corporation's success.

Section 3. Directors' Exercise of Powers. The Board of Directors, subject to any specific limitations or restrictions imposed by the Act, the Indiana Charter School Law, or these Articles of Incorporation, shall direct the carrying out of the purposes and exercise the powers of the Corporation to the fullest extent permitted by the Act.

Section 4. Names and Addresses. The names and addresses of the directors of the initial Board of Directors are as follows:

Siri Ann Loescher
2661 Fair Oaks Lane
Bloomington, IN 47401

Diana L. Adams
4927 West McCray Street
Indianapolis, IN 46224

Alix Litwack
434 Braeside Drive North
Indianapolis, IN 46260

ARTICLE VIII

Incorporators

The names of the Incorporators of the Corporation are Siri Ann Leoscher, Diana L. Adams and Alix Litwack.

ARTICLE IX

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. Interest of Directors or Officers in Transactions. Any contract or transaction between the Corporation and one or more of its directors or officers, or between the Corporation and any firm of

which one or more of its directors or officers are members or employees, or in which they are interested, or between the Corporation and any other corporation or association of which one or more of its directors or officers are shareholders, members, directors, officers or employees, or in which they are interested, shall be valid for all purposes, notwithstanding the presence of such director or directors at the meeting of the Board of Directors which acts upon or in reference to such contract or transaction, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall authorize, approve and ratify such contract or transaction by the approving vote of the directors present. The interested director or directors may be counted in determining the presence of a quorum at such meeting, but any interested director or directors shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. This Section 1 of this Article IX shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common, equitable or statutory law applicable thereto.

Section 2. Meetings of Directors. Meetings of the Board of Directors of the Corporation shall be held at such place in Marion County, Indiana, as may be specified in the respective notices or waivers of notice thereof. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, so long as the Indiana Open Door Law or any other applicable law or regulation does not require an open meeting, if prior to such action a written consent thereto is signed by all members of the Board of Directors or of such committee (as the case may be) and such written consent is filed with the minutes or proceedings of the Board or Committee.

Section 3. Powers Relative to By-Laws. The power to make, alter, amend, add to and repeal the By-Laws of the Corporation is vested in the Board of Directors of the Corporation, which power shall be exercised in accordance with the requirements of the By-Laws of the Corporation.

Section 4. General Powers of Directors. Subject to the provisions of these Articles of Incorporation, the By-Laws and applicable law, the Board of Directors shall have complete and plenary power to manage, control and conduct all affairs of the Corporation.

Section 5. Non-Liability of Directors. No director of the Corporation shall be liable for any of its obligations.

Section 6. Indemnification of Directors and Officers. The Corporation shall indemnify any person who is or was a director or officer of the Corporation against all liability and expenses reasonably incurred by such person, including, without limitation, attorneys' fees in the defense (through final disposition) of any actual or threatened claim, action, suit or proceeding of a civil or administrative nature; provided that no such person shall be so indemnified in relation to matters as to which he or she shall be adjudged in any such claim, action, suit or proceeding to be liable for reckless disregard or willful misconduct in the performance of his or her duty. The indemnification provided hereunder shall be in addition to any rights to which any person concerned may otherwise be entitled by contract or as a matter of law, and shall insure to the benefit of the heirs, executors, and administrators of any such person.

The Corporation may advance expenses to or, where appropriate, assume the defense of any such person at the Corporation's expense upon receipt of an undertaking, in form and substance approved by the Board of Directors, by or on behalf of such person to repay such expenses if it is ultimately determined that he or she is not entitled to indemnification hereunder.

If the Corporation indemnifies or advances expenses to a director or officer, the Corporation shall report the indemnification or advance, in writing, to the Board of Directors for acceptance and approval.

Notwithstanding any other provision of this Article or any statute or rule of law (to the extent such statute or rule of law permits exception), the Corporation shall not be obligated to indemnify or advance expenses to any director or officer of the Corporation that is sued by the Corporation as a result of the previous initiation or a wrongful, vexatious, or oppressive action by the director or officer against the Corporation or its Board of Directors.

The Corporation may purchase and maintain insurance on behalf of any person who is or was a director or officer of the Corporation, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of the Act, these Articles or otherwise.

Section 7. Distribution of Earnings. No person or entity may receive any pecuniary benefit from the Corporation except such reasonable compensation as may be allowed for services actually rendered, and no part of its net earnings shall inure to the benefit of any other person or entity other than is permitted pursuant to the By-laws, Indiana Charter School Law, and Section 501(c)(3) of the Internal Revenue Code;

Section 8. Dissolution. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation and after returning any unused income or the proceeds of any unused income to the State of Indiana as required by the Indiana Charter School Law, dispose of all assets of the Corporation exclusively for the purposes of the Corporation in such a manner, or to such organization(s) as shall at the time qualify under Section 501(c)(3) of the Internal Revenue Code as charitable, educational or scientific purposes, as the Board of Directors shall determine. Any such assets not so disposed of, shall be disposed of by a Judge of the Circuit or Superior Court of Marion County, Indiana, exclusively for such purposes or to such organization(s) as said Court shall determine, which are organized and operated exclusively for such purposes.

Section 9. Right to Amend Articles. The Corporation reserves the right to amend, alter, change or repeal, in any manner now or hereafter prescribed by the Act, any provision contained in these Articles of Incorporation, and all rights, powers and privileges hereby conferred on members, directors or officers of the Corporation or others subject to this reserved power. Amendments to these Articles of Incorporation shall require the affirmative vote of two-thirds (2/3) of all the members of the Board of Directors convened at which a quorum is present for the express purpose of considering and voting on any such amendment. Prior to any vote on a proposed amendment to these Articles of Incorporation, the amendment must be recommended by the Board of Directors of the Corporation and notice must be given in compliance with all applicable laws of a meeting to consider the amendment. The foregoing notwithstanding, the Board of Directors may amend the Articles of Incorporation, without notice, to change the Corporation's principal office, registered agent, or registered office, or to make any other change expressly permitted by law to be made without notice. IN WITNESS WHEREOF, the undersigned, being all the incorporators of the Corporation, executed these Articles of Incorporation and affirm and verify subject to penalties of perjury the truth of the facts therein stated, this ____ day of _____, 2001.

Siri Ann Loescher

Diana L. Adams

Alix Litwack

CODE OF BY-LAWS
OF
CHARTER FOR ACCELERATED LEARNING, INC.

ARTICLE I
Name, Offices and Registered Agent

Section 1.01. Name. The name of the Corporation is Charter for Accelerated Learning, Inc. ("Corporation").

Section 1.02. Principal Office. The principal office of the Corporation shall be located in the City of Indianapolis. The Corporation may have such other offices within the State of Indiana as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 1.03. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Indiana a registered office, and a registered agent whose office is identical with such registered office, as required by the Indiana Nonprofit Corporation Act ("Act"). The registered office may be, but need not be, identical with the principal office in the State of Indiana.

Section 1.04. Change of Principal Office, Registered Office or Registered Agent. The location of the Corporation's principal office and registered office, or the designation of its registered agent, may be changed at any time when authorized by the Board of Directors, by filing with the Secretary of State a certificate signed by any current officer of the Corporation and verified subject to penalties for perjury, stating the change to be made and reciting that the change is made by authorization of the Board of Directors. Such certificate must be filed on or before the day any such change is to take effect, or within five (5) days after the death or other unforeseen termination of the registered agent.

ARTICLE II
Purposes

The purposes of the Corporation shall be those nonprofit purposes stated in the Articles of Incorporation of the Corporation, as amended from time to time.

ARTICLE III
Directors in Lieu of Members

The Corporation shall not have Members as such, but in lieu thereof, shall have a self-perpetuating Board of Directors, which may from time to time delegate authority to the School as A Whole Committee to make policy decisions relating to instruction, assessment, discipline or other issues relating to the educational mission of the Corporation.

ARTICLE IV

Board of Directors

Section 4.01. Powers and Duties. The property and affairs of the Corporation shall be managed by the Board of Directors of the Corporation. The Board of Directors shall have and is vested with all powers and authorities, except as may be expressly limited by the Articles of Incorporation of the Corporation, these By-Laws, the Act, Section 501(c)(3) of the Internal Revenue Code, Indiana Charter School Law, 20-5.5 *et seq.*, or any other law as they now exist or may hereafter be amended to supervise, control, direct and manage the property, affairs and activities of the Corporation, to determine the policies of the Corporation, to do or cause to be done any and all lawful things for and on behalf of the Corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that:

- (a) The Board of Directors shall not authorize or permit the Corporation to engage in any activity not permitted to be transacted by the Articles of Incorporation of the Corporation or by a corporation organized under the Indiana Nonprofit Corporation Act;
- (b) None of the powers of the Corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of the Corporation; and
- (c) All income and the property of the Corporation shall be applied exclusively for its nonprofit purposes. No part of the net earnings or other assets of the Corporation shall inure to the benefit of any director, officer, contributor or any other private individual having, directly or indirectly, a personal or private interest in the activities of the Corporation.

Section 4.02. Number. The Board of Directors shall be composed of at least three (3) members or such greater number not to exceed seventeen (17) as the Board of Directors may determine by an amendment to this Section.

Section 4.03. Qualifications. Directors shall be natural persons who are eighteen (18) years of age or older. No person may stand for election or reelection as a director of the Corporation at any time when that person owes a delinquency in the payment of any assessment, interest or penalties to the Corporation. In order to be qualified as a director of the Corporation, each person must submit to a criminal background check. Directors shall be selected on the basis of their expertise, experience, commitment to the Corporation's vision, and willingness and ability to contribute to the Corporation's success.

Section 4.04. Election. At the first meeting of the Board of Directors, the Board of Directors shall elect a President, a Vice President/Secretary, and a Treasurer, each of whom shall serve as directors of the Board of Directors. Nominations may be submitted as described in Section 4.05. A separate vote shall be taken with respect to

each position, and the candidate receiving the greatest number of votes (a plurality) shall be elected to such position.

The initial Board of Directors named in the Articles of Incorporation (the “Initial Board”) shall maintain, manage and administer the affairs of the Corporation until their successors have been duly elected and qualified. In the event of any vacancy or vacancies occurring in the Initial Board for any reason or cause whatsoever prior to such election, every such vacancy shall be filled by the remaining directors, who shall thereafter be deemed a member of the Initial Board.

The Initial Board shall serve until the second annual meeting of the Board of Directors and until their successors have been duly elected and qualified. At such second annual meeting, the first order of business shall be that the Board of Directors shall elect one-third (1/3) of the total number of directors to be elected to a term of one (1) year, one-third (1/3) of such total to a term of two (2) years, and the remaining directors or one-third (1/3) of such total, whichever is greater, to a term of three (3) years; and at each annual meeting thereafter the Board of Directors shall elect directors for a term of two (2) years to fill the vacancies created by expiring terms. A director may serve any number of consecutive terms.

The Board of Directors may designate one (1) director on the Board of Directors from the School as A Whole Committee. The Board of Directors may authorize the School as A Whole Committee to elect the one (1) person to serve as a director on the Board of Directors in place of the process described in this Article for nominations and elections. The director of the Board of Directors from the School as A Whole Committee shall serve for a period of one (1) year until the next annual meeting of the Board of Directors and until his or her successor has been duly elected and qualified. A director selected from the School as A Whole Committee may serve any number of consecutive terms.

After the election of new directors to the Board of Directors, the meeting shall continue as a meeting of the new Board of Directors, for the purpose of electing officers and transacting such other business as may be presented to the meeting; no notice need be given to such newly elected directors who are present at such a meeting or who sign waivers of notice thereof.

Section 4.05. Nominations. At least sixty days prior to the annual meeting, a Nominating Committee shall propose a slate of nominees with respect to the directors to be elected at said meeting.

Section 4.06. Annual and Regular Meetings. The regular annual meeting of the Board of Directors shall be held without other notice than these By-Laws, on the first Wednesday in March of each year, at the hour of 7:00 p.m., at the principal office of the Corporation, for the transaction of such business as shall come before such meeting. If the day fixed for any such meeting shall be a legal holiday, such meeting shall be held on the next succeeding business day. The Board of Directors may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional and regular meetings of the Board, without other notice than such resolution. In any event, the Board of Directors shall hold at least six (6) regular meetings, not including the annual meeting, in a fiscal year. All annual and regular meetings shall be noticed

and be open to the public in a manner necessary to comply with the Indiana Open Door Law, to the extent that such law applies to the Corporation or its specific actions.

Section 4.07. Special Meetings. Special meetings of the Board of Directors may be called at any time by the President, and shall be called upon the written request of a majority of the Members of the Board of Directors. Notice of the date, time, place and purpose of a special meeting shall be sent by the Secretary to each director at his or her residence at such time that, in regular course, such notice would reach him or her not later than the second day immediately preceding the day for such meeting. Alternatively, such notice may be delivered by the Secretary to a director personally at any time not later than such second preceding day. At any meeting at which all directors are present, notice of the date, time, place and purpose thereof shall be deemed waived; and notice may be waived (either before or after the time of the meeting), by absent directors, either by written instrument or telegram. In lieu of the notice required by this Section, a director may sign a written waiver of notice either before, during or after such meeting.

Section 4.08. Order of Business. The order of business at the meetings of the Board of Directors shall be as follows, unless the person acting as chairman at any such meeting shall elect otherwise:

- (1) Proof of due notice of meeting.
- (2) Call meeting to order and determine if a quorum exists.
- (3) Reading and disposal of any unapproved minutes.
- (4) Reports of officers and committees.
- (5) Unfinished business.
- (6) New business.
- (7) Adjournment.

Section 4.09. Action Without a Meeting; Teleconference. Any action which may be taken at a Board of Directors meeting, an Executive Committee meeting, or any other committee meeting may be taken without a meeting if evidenced by one or more written consents describing the action taken, signed by each director or committee member and included in the minutes or filed with the corporate records reflecting the action taken. Such documents may be signed in counterparts. A meeting of the directors of the Corporation or of a committee may occur by conference telephone or similar communications equipment by which all directors or committee members can communicate simultaneously with each other.

Section 4.10. Quorum. A majority of the actual number of directors elected and qualified, from time to time, shall be necessary to constitute a quorum for the transaction of any business, and the act of the majority of directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Act, any other law, the Articles of Incorporation or the By-Laws.

Section 4.11. Number of Votes. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for vote of the directors.

Section 4.12. Vacancies. Any vacancy occurring in the Board of Directors caused by removal, resignation, death or other incapacity, or increase in the number of Directors, may be filled by a majority vote of the remaining directors of the Board of Directors, until the next annual or special meeting of the Board of Directors. The term of office of a director elected to fill a vacancy begins on the date of the director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a director, or (2) for the term specified by the Board of Directors in the case of a vacancy resulting from the increase of the number of directors.

Section 4.13. Removal. Any director may resign from the Board of Directors of the Corporation. Such resignation shall be in writing, shall be delivered to the Board of Directors, the President or Secretary, and shall be effective immediately or upon its acceptance by the Board of Directors of the Corporation, as such resignation shall provide. A director may be removed by the vote of two-thirds (2/3) of the directors then in office. If a director has: (a) failed to attend two consecutive regular Board of director meetings, unless such absences were excused in advance by the Board; (b) been declared of unsound mind by a final order of court; (c) been indicted for a felony or for any crime that involves fraud, embezzlement; or (d) been found by a final order or judgment of any court to have breached any duty imposed by the Act.

Section 4.14. Compensation. Directors as such shall not receive any stated salaries for their services; but nothing herein contained shall be construed to preclude any director from serving the Corporation in any other capacity and receiving compensation thereof. A director may be reimbursed either for his or her actual expenses reasonably incurred in attending meetings and in rendering services to the corporation in the administration of its affairs or a per meeting stipend of \$25 per meeting, whichever is less.

Section 4.15. Restriction of Interested Directors. Not more than forty-nine percent (49%) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is: (a) any person compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise excluding any reasonable compensation paid to a director as a director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the Corporation.

Section 4.16. Standard of Care. A director shall perform all duties of a director, including duties as a member of any committee of the Board of Directors on which the director may serve, in good faith, in a manner such director believes to be in the best interests of the Corporation and with such care, including the duty to make reasonable inquiries, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director may rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- (i) One or more officers or employees of the Corporation whom the director believes to be reliable and competent in the matters presented;
- (ii) Legal counsel, independent accountants or other persons as to matters that the director believes to be within such person's professional or expert competence; or
- (iii) A committee of the Board of Directors upon which the director does not serve as to matters within its designated authority, provided the director believes that the committee merits confidence and the director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE V

Committees

Section 5.01. Executive Committee. The Board of Directors shall have the power to designate an Executive Committee, by resolution adopted by a majority of the directors in office. The Executive Committee, to the extent provided in a resolution of the Board of Directors, shall have and exercise the authority of the Board of Directors in the management of the Corporation; provided, however, that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the By-Laws; electing, appointing or removing any member of any such committee or any director or officer of the Corporation; amending the Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, pledge, exchange or mortgage of all or substantially all of the property and assets of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The Executive Committee may not authorize distributions to directors, officers, agents or employees, except in exchange for value received. The Executive Committee shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed upon it or him or her by law. Members of such an Executive Committee shall be members of the Board of Directors, except for any Executive Director, who shall also serve on this Executive Committee at the discretion of the Board of Directors.

Section 5.02. Advisory Committee. The Board of Directors shall have the power to designate an Advisory Committee, by resolution adopted by a majority of the directors in office. The Advisory Committee shall assist the Board in accomplishing the goals and mission of the Corporation. The Advisory Committee may be comprised of past board members, past or present government officials, public and private institutions and organizations representatives, and community leaders. The founding Board Members of the Corporation shall have a permanent seat on the Advisory Committee.

Section 5.03. School as A Whole Committee. There shall be a School as A Whole Committee, which shall consist of school faculty and employees, currently enrolled students, parents of currently enrolled students and community representatives. The School as A Whole Committee will meet monthly and as delegated by the Board of Directors shall make school policy decisions relating to instruction, assessment, discipline and other issues relating to the education mission of the Corporation.

Section 5.04. Nominating Committee. There shall be a Nominating Committee, which shall at all times be comprised of the Executive Director of the School, a minimum of two members of the Board of Directors and such other members of the Corporation as may be nominated and appointed by a majority of the Board of Directors; provided, however, that a majority of the Nominating Committee shall at all times be comprised of directors of the Board of Directors. The Nominating Committee shall be responsible for reviewing and nominating candidates for directors of the Corporation.

Section 5.05. Other Committees. Other committees may be created, and the members thereof may be approved, by a majority of the directors present at a meeting of the Board of Directors at which a quorum is present. Any member thereof may be removed by the Board of Directors of the Corporation whenever in its judgment the best interests of the Corporation shall be served by such removal.

Section 5.06. Term Of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors and until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5.07. Committee Chairs. One member of each committee shall be appointed chair by the Board of Directors of the Corporation.

Section 5.08. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 5.09. Quorum. Unless otherwise provided in a resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5.10. Rules. Each committee may adopt rules for its own governance not inconsistent with these By-Laws or with rules adopted by the Board of Directors.

Section 5.11. Directors on Committees. Each committee shall have two (2) or more directors, who shall serve at the pleasure of the Board of Directors.

ARTICLE VI

Officers of the Corporation

Section 6.01. Number. The officers of the Corporation shall consist of a President, a Vice President/Secretary, and a Treasurer.

Section 6.02. Election and Term Of Office. The initial officers of the Corporation shall be elected by the Initial Board of the Corporation at the first meeting of that body, to serve at the pleasure of the Board of Directors of the Corporation until the first annual meeting of the Board of Directors and until their successors are duly elected. Officers shall serve for a period of one (1) year until the next annual meeting. New offices may be created and filled at any meeting of the Board of Directors.

Section 6.03. Removal And Resignation. Any officer of the Corporation may be removed by the Board of Directors at any time with or without cause. An officer may resign at any time by delivering notice thereof to the corporation.

Section 6.04. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 6.05. The President The President shall preside at all meetings of the Board of Directors, discharge all the duties incumbent upon a presiding officer, and perform such other duties as these By-Laws provides or the Board of Directors may prescribe.

Section 6.06 The Vice President/Secretary. The Vice President/Secretary shall perform all duties incumbent upon the President during the absence or disability of the President. The Vice President/Secretary shall attend all meetings of the Board of Directors, shall keep or cause to be kept in a book provided for the purpose a true and complete record of the proceedings of such meetings, shall serve all notices of the Corporation, and shall perform such other duties as the By-Laws may require or the Board of Directors may prescribe.

Section 6.07. The Treasurer. The Treasurer shall keep correct and complete records of account, showing accurately at all times the financial condition of the Corporation. The Treasurer shall: (a) be the legal custodian of all moneys, notes, securities and other valuables which may from time to time come into the possession of the Corporation; (b) immediately deposit all funds of the Corporation coming into his hands in some reliable bank or other depository to be designated by the Board of Directors, and shall keep such bank account in the name of the Corporation; (c) furnish at meetings of the Board of Directors, or whenever requested, a statement of the financial condition of the Corporation, and (d) shall perform such other duties as the By-Laws may require or the Board of Directors may prescribe. The Treasurer may be required to furnish bond in such amount as shall be determined by the Board of Directors.

Section 6.08 Subordinate Officers. The Board of Directors may, at its discretion, appoint such Assistant Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other officers as it deems necessary or appropriate. Any such

subordinate officers shall hold office for such period, have such authority, and perform such duties as the Board of Directors may from time to time determine. Such subordinate officers may be removed by the Board of Directors with or without cause.

Section 6.09. Compensation. Officers of the Corporation shall receive no compensation from the Corporation, but may be reimbursed, with the approval of the Board of Directors, for reasonable expenses properly incurred for the benefit of the Corporation.

ARTICLE VII

Disciplinary Hearing Procedure

Section 7.01. Phase I Hearing. The matter shall be brought to the attention of the chair of the Executive Committee. The chair of the Executive Committee shall have the primary responsibility for ensuring that a hearing on the matter is held within 5 school days of the date the matter is referred to the Executive Committee (the “Phase I Hearing”). One or more members of the Executive Committee shall conduct the Phase I Hearing. At the Phase I Hearing, the member(s) of the Executive Committee shall act in a fact finding capacity to ascertain the facts and circumstances surrounding the incident(s) giving rise to the disciplinary action. The Principal and Assistant Principal and one or more representative staff members with knowledge of the facts and circumstances shall be present at the Phase I Hearing to present the administration’s understanding of the facts and circumstances surrounding incident(s). The student shall attend the Phase I Hearing to present his/her understanding of the facts and circumstances surrounding incident(s). The parent(s) or guardian(s) of the student shall be invited to attend the Phase I Hearing to present their understanding of the facts and circumstances surrounding incident(s). Following the Phase I Hearing, the member(s) of the Executive Committee in attendance shall make a finding of fact, which shall be reported to all of the members of the Executive Committee. The Executive Committee shall make an official finding of fact and recommend a course of action to address the incident(s) giving rise to the disciplinary action. The determination of the Executive Committee shall be given to the Principal, who shall carry out the recommendations.

Section 7.02. Phase II Hearing. If the affected student desires to appeal the determinations made at the Phase I Hearing, the student may submit a written notice of appeal to the Principal requesting a Phase II Hearing be held no later than 5:00 p.m. on the fifth school day following the Executive Committee’s determination. Upon receipt of such a request, the Principal shall notify the President of the Board of Directors, who shall call a meeting of the Board of Directors to conduct a Phase II Hearing within ten school days of the date the school receives the notice of appeal. The Principal and Assistant Principal and one or more representative staff members with knowledge of the facts and circumstances shall be present at the Phase II Hearing to present the administration’s understanding of the facts and circumstances surrounding incident(s) to the Board. The student shall attend the Phase II Hearing to present his/her understanding of the facts and circumstances surrounding incident(s). The parent(s) or guardian(s) of the student shall be invited to attend the Phase II Hearing to present their understanding of the facts and circumstances surrounding incident(s). The Board of Directors may also request that one or more additional parties provide information to the Board of Directors about the incident(s).

The Board of Directors shall only overturn the decision of the Executive Committee if there is new evidence that was not available at the time of the Phase I Hearing or if the Board of Directors finds that the Executive Committee failed to properly apply the schools policies to the facts and circumstances surrounding the incident(s) giving rise to the disciplinary action, as determined by the Executive Committee. Following the Phase II Hearing, the Board of Directors shall have the power to take the following actions: (i) make a finding of fact, if new evidence that was not available at the time of the Phase I Hearing is presented at the Phase II Hearing, (ii) affirm the decision and recommendations of the Executive Committee following the Phase I Hearing, or (iii) overturn the decision of the Executive Committee and make its own determination as to the course of action to address the incident(s) giving rise to the disciplinary action. The determination of the Executive Committee shall be given to the Principal, who shall carry out the recommendations.

Section 7.03. Attendance At Phase I and Phase II Hearings. Attendance at all Phase I and Phase II hearings shall be limited, to the extent permitted by the state's open records and open meetings laws, to the school officers, directors, administrators, and staff identified above, the legal counsel for the school, the student involved (if more than one student is involved separate hearings shall be held), the parent(s) or guardian(s) of the student and their respective legal counsel.

ARTICLE VIII

Fiscal Authority

Section 8.01 Execution of Negotiable Instruments. All checks, drafts, and orders for the payment of money of the Corporation shall be executed by such officer or officers of the Corporation as the Board of Directors may authorize. All contracts, checks, or other documents binding the Corporation approved by the Board of Directors must be signed by two Board members.

Section 8.02 Execution of Contracts and Other Documents. All contracts and other documents entered into by or on behalf of the Corporation shall be executed in its name by the President, unless otherwise authorized or directed by the Board of Directors.

Section 8.03. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 8.04. Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 8.05. Prohibited Loans. The Corporation shall not lend money to, or guarantee the obligations of, any officer or director of the Corporation in excess of the amounts permitted by law.

Section 8.06. Budget. An annual budget shall be prepared at the direction of the Chair for approval by the Board of Directors at its annual meeting.

Section 8.07. Insurance: The Corporation shall maintain insurance to cover the following minimums:

- Building/Property Damage - \$1,000,000
- Automobile Liability - \$1,000,000
- Medical Payments - \$25,000
- Liability - \$5,000,000
- Workers' Compensation – as required by law
- Directors and Officers Liability - \$5,000,000
- Umbrella (excess) Liability - \$5,000,000
- Professional Services Liability - \$5,000,000
- Employment Practices Liability - \$_____

Section 8.08. Fiscal Year. The fiscal year of the Corporation shall begin on the 1st day of July in each year and end on the 30th day of June of the next year.

ARTICLE IX

Conflict of Interest

Any director, officer, employee, or committee member having an interest in a contract or other transaction presented to the Board or a committee thereof for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor participate (other than to present factual information or to respond to questions) in the discussion or deliberations with respect to, such contract or transaction. The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board of Directors may adopt conflict of interest policies requiring:

- (a) Regular annual statements from directors, officers, and employees to disclose existing and potential conflicts of interest; and
- (b) Corrective and disciplinary actions with respect to transgressions of such policies.

For the purpose of this Section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

ARTICLE X
Place of Keeping Corporate Books and Records

The original books of account, meeting minutes and other records and documents of the Corporation may be kept at such place or places as the Board of Directors may from time to time determine; provided, however, that the Corporation shall maintain at its principal office copies of its current Articles of Incorporation and By-Laws, minutes of the proceedings of its Members and directors, any communications with and financial statements provided to its Members, and its most recent annual report to the Indiana Secretary of State.

ARTICLE XI
Waiver of Notice

Whenever any notice is required to be given under the provisions of the Act or under the provisions of these By-Laws, a waiver thereof whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XII
Indemnification

The Corporation shall provide indemnification to such persons and on such terms as provided in the Articles of Incorporation of the Corporation.

ARTICLE XIII
Amendments

The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal these By-Laws and to adopt new By-Laws, which power may be exercised by two-thirds (2/3) of the directors present at a meeting at which a quorum is present.

CERTIFICATE

The foregoing By-Laws were duly adopted as and for the By-Laws of Charter for Accelerated Learning, Inc. by the Board of Directors of said Corporation at its initial meeting held on October 1, 2001.

Diana L. Adams, Secretary

CTAS Attachment #9

Letter describing partnership from SchoolStart Available in hard copy only

Charles A. Tindley Accelerated School

Leadership Information

The following section includes a resume, a memo/biography related to serving on the CTAS Board, and a signed authorization form for a background check from each Charles A. Tindley Accelerated Schools Start-Up Board member. The last form is not included in the electronic version of the Charter Prospectus Attachments. Start-Up Board members: Diana Adams, Eric Bedel, Mark Bruin, Alexander Carroll, Taray Delemore, Joe Gustin, Michelle Gutierrez, Tysha Hardy-Sellers, Alan Hill, Alix Litwack, Siri Loescher, William Meader, John Neighbours, and William Tolbert.